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ABSTRACT

In spring 1985, the Los Rios Community College District surveyed 4,084 former students who had attended one of the district's three colleges in fall 1983 or spring 1984. The study sought information on the former students' characteristics, primary educational goals, major programs of study, employment/educational status, and reasons for not re-enrolling in one of the district colleges (American River College, Cosumnes River College, or Sacramento City College). Questionnaires were sent to all 1983-84 graduates and certificate earners, as well as to certain nongraduate/nonreturning students. Study findings, based on data from 2,033 respondents (an adjusted response rate of 52.7%), include the following: (1) the graduates who received associate degrees in general education or liberal arts majors (32.4% of the respondents) included the largest percentage of females (nearly 63%) and of ethnic minorities (almost 27%), and were the youngest group, with an average age of 28 years; (2) among the occupational program graduates (36.1% of the respondents), more than 65% had enrolled in a community college primarily to prepare for a new job, 84% were employed, 11% had transferred to a four-year college by the time of the study, and 37% had majored in health technology fields; and (3) the 31.5% of the respondents who had completed an advanced occupational course but received no degree tended to be older, more often were employed full-time, were more likely to have enrolled to upgrade job skills, and were more likely to have been employed in their field before attending school. The survey instrument is included in the appendix, as well as a chart displaying awards granted and survey responses, by community college major. (EJV)

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Measures of Progress:

Spring 1985
Student Follow–up

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September 1986

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LOS RIOS COMMUNITY COLLEGE DISTRICT

Sacramento City College 1916 — American River College 1955 — Cosumnes River College 1970

DAVID MERTES
Chancellor/Superintendent

MEASURES OF PROGRESS: SPRING 1985 STUDENT FOLLOW-UP SURVEY

EXECUTIVE SUMMARY

In Spring 1985 the Los Rios Community College District surveyed 4,084 former students who had attended one of the district's three colleges (American River College, Cosumnes River College, or Sacramento City College) in Fall 1983 or Spring 1984. Questionnaires were sent to all 1983-84 graduates and certificate earners as well as to certain nongraduate/nonreturning students for whom follow-up is required for Vocational Education Data System (VEDS) reports. The survey was designed to answer such questions as:

- What happens to our students after they leave their Los Rios colleges? Were their educational goals completed? If not, why did they leave?
- Are they employed? Where are they working, and how much do they earn? Are they working in fields related to their college programs? Do they feel well prepared for employment?
- What is their educational status? Are they continuing their education elsewhere? Do they feel well prepared to do so?
- Did the programs and services offered by the colleges meet their individual needs? Do they plan to return to Los Rios in the future?

Data from 2,033 responses (an adjusted response rate of 52.7%) were analyzed to provide answers to these and other questions of interest in educational planning. Survey results are reported for three groups of respondents:

- *General Education Graduates (referred to as GE GRADs)*--those who received associate degrees in general education or liberal arts majors (659 respondents, or 32.4% of the total);
- *Occupational Education Graduates/Certificate Earners (OE GRADs)*--those who completed a program considered "occupational" according to VEDS guidelines (733 respondents, or 36.1%); and
- *Nonreturning Students (NRSs)*--those who completed a VEDS "advanced occupational" course but received no award (641, or 31.5% of the total).

Demographic profiles reveal marked differences among these three groups:

- The GE GRADs included the largest percentage of females (almost 63%) and the highest percentage of ethnic minorities (almost 27%). They were the youngest group, with an average age of 28 and a median age of 24.9 years.
- OE GRADs had the smallest percentage of females (53%) and the smallest percentage of ethnic minorities (21.4%). Their average age was 31.6 years and their median age was 30.1.
- Almost 57% of the NRSs were female, and 24% were ethnic minorities. This was the oldest of the three groups, with an average age of 34.0 and a median age of 31.7 years.

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Responses to questions concerning primary educational goals, major programs of study, and employment/educational status also showed distinct contrasts among the three responding groups:

Of the 659 GE GRADs,

- Almost 57% had transferred to a four-year institution by the time of the survey; almost 10% were still attending a community college; and another 9% indicated they had continued their education after leaving Los Rios, but did not identify their school. Almost 66% of the GE GRADs reported they had enrolled in a community college primarily to earn university transfer credit.

- Of those who identified their college or university, 67% named a CSU campus and 12% had transferred to UC; 4% had enrolled in a California independent institution and 3% had transferred out of state. Almost 15% were still attending a California community college, primarily in Los Rios.

- Among those attending four-year school, 79% were juniors and more than 19% were seniors or graduate students. Almost 80% were attending full-time.

- At the community college, 34% had majored in general education/liberal arts, 26% in business, and 18% in physical science/mathematics. Of those who transferred to a four-year institution, 27% were in business and 13% in social/behavioral sciences; no other major field attracted as many as 7%.

- Almost 20% had attended the community college primarily to prepare for a new job and 6% wanted to improve existing job skills. Of the 64% who were employed at the time of the survey, two-thirds were working in jobs unrelated to their community college majors and 42% were employed part-time; 91% were working in the Sacramento area. Almost 29% were not working and not seeking work, while 7.3% were actively seeking employment.

- Salaries reported by those employed full-time averaged $1,533 per month; when part-time employment is included, the monthly average was $1,123. These averages are the lowest of the three responding groups, which is understandable since GE GRADs averaged fewer hours of work per week, were younger, and were more often employed in a field unrelated to their major.

Among the 733 OE GRADs,

- More than 65% had enrolled in a community college primarily to prepare for a new job and 19% to upgrade existing job skills. At the time of the survey, more than 84% were employed, 7.9% were actively seeking work, and 7.7% were not employed and not seeking work.

- Of the 84% who were employed (616 respondents), those working in a field related to their community college major increased from 36% before enrolling to 77% after graduating. Almost 83% were working in the greater Sacramento area and 10% in the San Francisco Bay/San Jose area; 78% were working full-time. Average monthly salaries reported by this group were $1,650 for full-time employment and $1,461 for all employment (full- and part-time).

- More than 11% had transferred to a four-year institution by the time of the survey, and 15% were still at a community college; another 12% indicated they had continued their education, but did not identify their school. Only 9% had enrolled at a community college primarily to earn university transfer credit. Of those attending a four-year school, 71% were juniors, 13% were seniors and almost 7% were graduate students; 67% were attending full-time.

- At the community college 37% had majored in occupational technology fields, 18% in business, and 17% in allied health. Of those who transferred to a four-year school, 17% were in business and almost 11% in pre-law or legal assisting; no other field attracted as many as 10% of these transfers.

Of the 641 responding NRSs,

- Thirty-nine percent had enrolled primarily to prepare for a new job; almost 34% wanted to improve existing job skills; 15% sought university transfer credit; and almost 13% had enrolled for personal or other reasons. More than 46% indicated their educational goal required only the completion of selected course(s) rather than a degree or certificate.

- Almost 80% were employed; of these 506 individuals, 89% were working in the Sacramento area and 81% were working full-time. Those employed in a field related to their community college major increased from 56% prior to enrolling to 68% after attending a Los Rios college. Only 7.5% of all NRSs were actively seeking employment; 13% were not employed and not seeking work.

- Average monthly salaries of NRSs ($1,522 for all employment and $1,724 for those employed full-time) were the highest reported among the three responding groups, not surprising when other factors are considered: NRSs were older and more often employed full-time; they were also more likely to have enrolled to improve existing job skills and to have been employed in their field prior to enrolling.

- Almost 15% had transferred to a four-year school by the time of the survey, and 19% were still attending a community college; another 9% reported they had continued their education after leaving Los Rios, but did not identify their school.

- Of those who had transferred to a senior institution, 89% reported they had no problem in doing so. More than 14% had transferred before attaining junior standing; 49% were juniors and 22% were seniors. More than 15% were graduate students, suggesting that many of these respondents had previously attended a four-year college and enrolled in a Los Rios college only to complete specific courses. Almost 70% were full-time students.

- At the community college, almost 30% had pursued business majors and 25% were in occupational trade/technology programs; more than 8% had not declared a major. Of those who transferred to a four-year school, 16% were in business, 15% in engineering, 11% in communications fields, and almost 10% were still undecided.

When asked their primary reasons for not reenrolling,

- More than 63% of the GE GRADs indicated they had completed their desired program or courses and almost 20% checked "transferred to another college." Five percent cited job-related reasons (job hours conflict with school; found or seeking employment).

- Among OE GRADs, 68% reported they had completed the programs or courses they desired, 6% had found or were seeking employment, and 4% indicated that job hours conflicted with school.

- Although they had received no formal award, 30% of responding NRSs reported they had completed the programs or courses they desired. Job-related reasons were cited by 23% (job hours conflict with school, 13%; found or seeking employment, 10%). Another 10% checked "transfer to another college." In addition, almost 12% of this group left because of personal/family reasons and 7% due to inadequate course availability.

- Reasons over which the colleges might have some degree of control (inadequate course availability, dissatisfaction with instruction and/or course content, or grade problems) accounted for only 4% of all responses. More than 8% of all respondents cited "other" undefined reasons.

Survey respondents gave high ratings to the courses and services provided by Los Rios colleges, and expressed satisfaction with their educational experience in general. On a 5-point scale (where 5 = the highest rating),

- Quality of instruction, instructor interest, and course content were rated 4.1 or above by all three groups.
- Each group rated library services and learning center/labs 4.0 or above. All course characteristics and college services on the questionnaire were rated 3.5 or above, and ratings were fairly consistent among the three responding groups.
- Satisfaction with their college experience in general was rated 4.1 or above by all groups; among graduates, the rating was 4.3.
- College training in relation to its usefulness in job performance was rated 3.6 or above by each group, and 4.1 by OE GRADs.
- Preparation for continuing education received an average rating of 4.1 from respondents who transferred to a four-year school; transferring GE GRADs gave a rating of 4.2.

When all responses were analyzed from the perspective of the respondents' primary educational goals, the data revealed that:

- Approximately 29% of all respondents had enrolled primarily to acquire university transfer credit; 42% to prepare for a new job to be obtained; 20% to upgrade existing job skills; and 9% for personal or other reasons.
- Of the 591 individuals who were seeking university transfer credit, 70% had transferred to a four-year institution by the time of the survey; 9% were still attending a community college, and another 9% were attending but did not identify their school. Only 13% had not continued their education.
- Among the 852 individuals who had enrolled primarily to prepare for a new job, more than 80% were employed at the time of the survey. The number who were employed in a field related to their community college training increased from 183 (22%) prior to enrolling to 465 (55%) after completing their Los Rios courses. While 10.2% of this group were actively seeking work at the time of the survey, more than 9% were not employed and not seeking work.
- Of the 393 respondents who enrolled to upgrade existing job skills, 88% were employed when surveyed. The number employed in a field related to their college courses increased from 247 (63%) before enrolling to 283 (72%) after attending a Los Rios college. Only 18 individuals (4.6%) were actively seeking work; more than 7% were not working and not seeking employment.

Other highlights:

- Almost 73% of all employed respondents indicated their courses had helped them obtain a job or to perform/advance in their occupational area.
- Almost 80% of total respondents indicated their community college courses would be of direct benefit in their careers, and another 18% reported they would be of indirect benefit.
- More than 61% of all those responding, including 55% of GE GRADs and 62% of OE GRADs, reported they planned to return to the same college to take additional courses at some time in the future.

MEASURES OF PROGRESS:
SPRING 1985 STUDENT FOLLOW-UP
LOS RIOS COMMUNITY COLLEGE DISTRICT

September 1986

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B. S. L.

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MEASURES OF PROGRESS:
SPRING 1985 STUDENT FOLLOW-UP

Los Rios Community College District

INTRODUCTION

The Los Rios Community College District in Sacramento, California, began a districtwide effort in 1983 to improve its student follow-up procedures and to expand other institutional research activities, primarily to determine whether what the district was doing for students was actually working. Recently, several major organizations at the state level have underscored the need for such research. California's Commission for the Review of the Master Plan for Higher Education has stated that:

> "Institutional research is essential to determine which types of programs work best with which students under what circumstances, and to ensure the wisest use of public funds in meeting student and community needs." (Commission for the Review of the Master Plan for Higher Education, 1986, p. 12.)

Similar sentiments have also been expressed by Joshua Smith, Chancellor of the California Community Colleges, who emphasized that:

> "Nothing is more critical to our future than to demonstrate clearly . . . that the community colleges make a qualitative difference in the lives of more than a million California citizens each year. . . . The Governor and the Legislature want to know what California is buying for the 1.8 billion dollars spent each year in the colleges." (Smith, 1986, p. 2.)

This report describes the results of the third in a series of annual student follow-up surveys conducted by the Los Rios district and its three colleges--American River College, Cosumnes River College, and Sacramento City College. Responses from 2,033 former students who attended a Los Rios college during 1983-84 were analyzed to provide answers to such questions as:

- What happens to our students after they leave Los Rios? Were their educational goals met? Were they satisfied with their education? How well did the programs and services offered by the colleges meet their individual needs?
- Are they employed? Where are they working? How much do they earn? Are they working in a field related to their college program? Do they feel well prepared for employment?
- What is their educational status? Are they continuing their education elsewhere? Do they feel well prepared to do so?
- Do they plan to return to a Los Rios college in the future?

The survey population included all 1983-84 graduates and certificate earners as well as certain nongraduate/nonreturning students for whom follow-up is required for Vocational Education Data System (VEDS) reports.

Survey results are reported for three groups of former students: general education or liberal arts graduates; graduates and certificate earners in occupational programs; and the nonreturning nongraduates identified by VEDS guidelines.

BACKGROUND: STUDENT FOLLOW-UP IN LOS RIOS

Established in 1965, the Los Rios district serves the residents of Sacramento and El Dorado counties as well as portions of Yolo, Placer and Solano counties through its three colleges and numerous outreach centers. It is the fourth largest community college district in California in credit enrollment, which totals approximately 38,000 students.

In February 1984 the district published Follow-up of Occupational Education Students, Spring 1983 (Lee), the first phase of a long-range plan to improve student follow-up in the district. That report described the results of a survey of 2,700 former students who had attended a district college in 1981-82 and were considered "occupational education" students according to VEDS guidelines. Questionnaires and data processing services of the Center for Information Services, commonly known as the Tex-SIS (Student Information System) Follow-up System (Hall and Reed, 1979) were used for that survey.

Measures of Progress: Spring 1984 Student Follow-up (Lee, 1985) reported the results of the second districtwide survey, which built upon and expanded the concepts developed in the Spring 1983 study: the survey population of 4,280 included all who received a degree or certificate in Fall 1982 or Spring 1983 (general education/liberal arts graduates as well as occupational majors); the survey instrument was redesigned to reflect more accurately the specific needs of the Los Rios district; and the data analysis was refined using the district's mainframe computer.

This new report replicates the 1984 survey with respect to data gathering; in addition, the data analysis is expanded to include an examination of some responses broken down by the respondents' primary educational goals, and results of the three surveys are compared.

RELATED RESEARCH

Related research conducted by staff at district colleges during the past several years has included a study of why students withdraw from classes and from college (Rasor, 1980); a follow-up of alumni three years after leaving college (Rasor and McGill, 1981); a survey of the opinions and goals of enrolled students (Rasor, 1982); and a comprehensive study of reverse-transfer students attending Los Rios colleges (Renkiewicz and others, 1982).

Recent studies published by the Los Rios district Office of Planning and Research have included Fall 1983 and Fall 1984 Enrollment Updates, each with a special focus: the decline in black student enrollment, including a telephone survey of nonreturning black students (Coffey, 1984); and unit-load profiles of Los Rios students (Jones, 1986). In addition, a study of transfer students was conducted jointly by the University of California, Davis, California State University, Sacramento, and the Los Rios District as a part of the Research Agenda of the California Association of Community Colleges (Renkiewicz, 1985).

Los Rios colleges have also participated in statewide research studies: Sacramento City College was included in the 1978-81 Statewide Longitudinal Study (Sheldon, 1982) which followed 6,500 California community college students over a three-year period; American River College was part of a state pilot project to improve vocational student follow-up procedures in California (Brooks, 1982); and Cosumnes River College is among the colleges currently field-testing the procedures developed by the Brooks team. District research

personnel, working closely with the Brooks project, have adapted its program-specific questionnaire for use in the next Los Rios student follow-up survey.

METHODOLOGY: SURVEY RESEARCH DESIGN

Survey Development

This survey was designed to gather general information useful to the district and its colleges in educational planning, as well as to obtain specific data required for federal and state reports. Survey procedures were developed by a committee which included both college and district representatives from occupational education, research, and data processing. The district Office of Planning and Research was responsible for coordinating the project, analyzing the data, and reporting the survey results.

Survey Population

The survey population included all those who received an associate degree or certificate from one of the three Los Rios colleges in Fall 1983 or Spring 1984, plus "occupational achievers" who attended during one of those semesters but did not reenroll at the same college in Fall 1984.

Occupational achievers are those who completed at least one course defined as "advanced occupational" by the California Community College Chancellor's Office in its Student Accountability Model (SAM) Operations Manual (Revised July 1984) but received no award. They were included in the survey because each college is required to follow up on such students annually for VEDS reporting purposes. Although they are considered "occupational" by VEDS guidelines, many were actually majoring in liberal arts or transfer programs, according to their own self-reports. Thus, although they do not represent a random sample of noncompleters, they do provide a relatively broad sample of that group.

To facilitate VEDS reporting, former students were assigned a completion code to indicate the award they received and to differentiate graduates and certificate earners identified by VEDS guidelines from those not so identified. The survey population of 4,084 included the following numbers in each category:

Completion Status	ARC	CRC	SCC	Total
Graduates (Non-VEDS)	694	147	528	1,369
Certificate Earners (Non-VEDS)*	121	19	64	204
Graduates (Identified by VEDS)	441	103	279	823
Certificate Earners (VEDS)	107	14	99	220
Nongraduate Achievers (VEDS)	690	408	370	1,468
Total Survey Population	2,053	691	1,340	4,084

*Occupational certificate earners not identified by VEDS guidelines.

Survey Instrument

The questionnaire used for this survey was essentially the same as the one developed for use in the district's Spring 1984 study (one minor revision is discussed on page 23). That form incorporated most of the items from the two

Tex-SIS Student Follow-Up questionnaires used in the Spring 1983 follow-up. Thus responses to most items can be compared to these two previous Los Rios studies (see page 33) and to similar surveys conducted elsewhere.

The questionnaire included four sections:

A. General Information (to be answered by all)
B. Employment Information (to be answered if employed)
C. Educational Information (to be answered if enrolled in college)
D. Future Plans (to be answered by all)

The questions regarding employment and its relationship to college courses completed were worded precisely to conform with VEDS requirements. At the bottom of the form, space was provided for comments. The questionnaire was professionally typeset, and provision was made to use the individual college name and logo on forms printed for each college. Questionnaires were color-coded to differentiate graduates from nongraduates and to indicate those identified by VEDS guidelines. A sample of the survey form is included in the appendix.

Survey Procedures

District Data Processing identified the former students to be surveyed and provided each college with a computer-generated master list in which names were grouped by (1) the Taxonomy of Programs (TOP) code developed by the state Community Colleges Chancellor's Office; (2) a completion code indicating the type of award granted, if any; and (3) alphabetically. The TOP code indicated the program identified with the "highest SAM priority" occupational course completed by the student during 1983-84 (Priority A = apprenticeship; B = advanced occupational; C = clearly occupational; D = possibly occupational). The lists also included demographic data and the correct program major code for those who had received a degree or certificate.

Two sets of address labels were also printed, each containing the former student's name, address, and the following items as applicable:

1) TOP Code
2) SAM Priority Level
3) Completion Code
4) Los Rios Program Major Code
5) Special Status Code (Handicapped/Limited English/Disadvantaged)

Two mailings were sent (both by first class mail): the first, during the week of March 4, 1985, to all students on the lists; the second (including another copy of the questionnaire), approximately three weeks later to all who had not yet responded. Separate cover letters were used for each mailing (samples are included in the appendix). The letters were reproduced at each college using college letterhead and were signed by the President of the college.

Each packet included a cover letter, a questionnaire (color-keyed to completion code), and a self-addressed, postpaid envelope for returning the completed questionnaire. Based on the response rates in previous Los Rios follow-up surveys, materials were ordered for a second mailing numbering approximately 85% of the first. While each college handled the mailing of questionnaires to its own former students and responses were returned to that college, a concerted effort was made to ensure that common procedures were followed by all.

Survey Responses

A total of 2,033 responses were received and coded for data analysis. After adjusting for 228 items (5.6% of the original sample) returned by the post office as undeliverable, the 2,033 responses represented an overall adjusted response rate of 52.7%. The number of responses and adjusted response rates for each college are shown below (certificate earners are included with GRADs in the respective categories).

SURVEY RESPONSES

Completion Status	ARC	CRC	SCC	Total
Graduates* (Non-VEDS)	445	83	258	786
Graduates* (VEDS)	310	73	223	606
Nongraduate "Achievers" (VEDS)	335	157	149	641
Totals	1,090	313	630	2,033

ADJUSTED RESPONSE RATES

Completion Status	ARC	CRC	SCC	Total
Graduates* (Non-VEDS)	56.8%	52.9%	48.1%	53.2%
Graduates* (VEDS)	59.1%	65.2%	62.5%	61.0%
Nongraduate "Achievers" (VEDS)	50.5%	41.1%	44.0%	46.3%
Overall VEDS Response Rates	54.3%	46.6%	53.5%	52.4%
Overall Response Rates	55.3%	48.1%	51.1%	52.7%

*Includes Certificate Earners

A more detailed table showing response rate calculations is included in the appendix.

After the information required for VEDS reporting had been extracted and summarized by TOP code, student responses were regrouped according to the major program in which the degree or certificate, if any, had actually been granted. Actual awards granted do not always match the major assumed by the state's SAM system. An analysis of this relationship is included in the appendix.

Data Analysis

Responses were analyzed using SPSS-X, a computer software program developed by SPSS Inc. for use in social science and other types of research. Survey results are reported for three groups of respondents: general education and liberal arts majors (referred to in this report as GE GRADs); occupational education graduates and certificate earners (OE GRADs); and nonreturning students who received no formal award (NRSs). Summary statistics for the district as a whole, by response category, are reported in the section which follows. Tables showing survey results by college were prepared as an addendum to this report, and the entire data file is available for further analysis as time and resources permit.

RESULTS OF THE STUDY

The 2,033 completed questionnaires received in this survey were grouped into three response categories, according to the major program in which the respondents had been enrolled:

- The 659 GE GRAD respondents included all those who had received associate degrees in general studies, general business, humanities, fine arts, general home economics, math/science, or social science. This group comprised 32.4% of all responses.
- The OE GRADs included 733 respondents (36.1% of the total) whose degree or certificate had been awarded in a major considered to be "occupational" for VEDS reporting.
- The 641 NRSs who completed an occupational course but received no formal award made up the remaining 31.5% of responses received.

Results, expressed in percentages, are shown in Tables 1 through 29 which follow. The number of responses in each category is indicated in the heading of each table, since not all questions were answered by all respondents.

SECTION A: DEMOGRAPHIC AND GENERAL INFORMATION

All survey participants were asked to complete Section A of the questionnaire, which sought answers to such questions as:

- What are the demographic characteristics of the survey respondents, and what were their major fields of study?
- What were their primary educational objectives when they enrolled? Did they complete their objectives? If not, why did they leave?
- Are they still attending college? Are they employed?
- How do they rate the college courses they completed and the college services they utilized? How satisfied are they with their college experience in general?

In the first three pairs of tables which follow (1-A through 3-B), information is provided on the gender, ethnicity, and age of the 2,033 survey respondents. These demographic characteristics are then compared with the profile of all those on the initial mailing list for the survey and with the Fall 1983 district enrollment, from which most of the survey population was drawn.

The remaining tables in this section provide data on the respondents' major fields of study, educational objectives, progress toward completing their objectives, reasons for not reenrolling, current educational and employment status, ratings of college courses and services, and general satisfaction with their college educational experience.

Gender

As shown in Table 1-A, approximately 43% of the respondents to this survey were male, and 57% were female. Among GE GRADs the percentage of women reached 62.5%; even among the OE GRADs, females comprised a distinct majority of the respondents.

Table 1-A
GENDER

GENDER	District Totals GE GRAD N=659	OE GRAD N=733	NRS N=641	TOTAL N=2,033
Male	37.5%	47.2%	43.5%	42.9%
Female	62.5%	52.8%	56.5%	57.1%

Table 1-B below compares the gender of survey respondents with that of the initial survey population and with district enrollment data for Fall 1983, when most of those surveyed had been enrolled.

Table 1-B
DEMOGRAPHIC COMPARISONS: GENDER

GENDER	Fall 1983 Enrollment N=42,492	Spring 1985 Survey Population N=4,084	Responses N=2,033
Male	44.5%	46.5%	42.9%
Female	55.5%	53.5%	57.1%

While females comprised 55.5% of the Fall 1983 district enrollment, the percentage of females in the survey population was slightly smaller (53.5%). Of those who responded, approximately 57% were female and 43% were male. Thus the percentages of men and women responding to the survey are fairly close to the actual Fall 1983 district enrollment, but proportionately more women than men in the original survey population returned their completed questionnaires.

Ethnicity

Table 2-A on the next page shows the ethnic distribution of the respondents to this survey. Asians/Pacific Islanders comprise the largest minority group (8.2%) among those responding; if Filipinos are included, the Asian category totals 9.2%. Hispanics accounted for 7% of the total; slightly more than 6% were black; 1.6% were American Indian or Alaskan natives; and 75.6% were white.

Among the three response groups, Asians (including Filipinos) comprised almost 11% of the GE GRADs and almost 10% of the OE GRADs, but only 7% of the NRSs. Blacks and the American Indian/Alaskan Native group had proportionately more GE GRADs and NRSs, and correspondingly fewer OE GRADs, while the percentage of Hispanics in each response group closely approximated their percentage of the total. Compared with their proportions in the total response group, more whites (78%) were OE GRADs and fewer (73%) were GE GRADs.

Table 2-A
ETHNICITY

ETHNIC GROUP	District Totals GE GRAD N=659	OE GRAD N=733	NRS N=641	TOTAL N=2,033
American Indian/Alaskan Native	2.0%	.5%	2.5%	1.6%
Asian/Pacific Islander	9.1%	9.3%	5.9%	8.2%
Filipino	1.7%	.4%	1.1%	1.0%
Black/not Hispanic	7.0%	4.5%	7.0%	6.1%
Hispanic	7.0%	6.7%	7.5%	7.0%
White/not Hispanic	73.1%	77.8%	75.5%	75.6%
Other or Not Coded	.2%	.8%	.5%	.5%

In Table 2-B, the ethnicity of survey respondents is compared with that of the initial survey population and with Fall 1983 enrollment data.

As the data indicate, while only 8.3% of those enrolled in Fall 1983 were Asian or Filipino, this group comprised 9% of the survey population and 9.2% of the survey respondents. Blacks represented 10.3% of the Fall 1983 enrollment, 8.5% of the survey population, but only 6.1% of those responding. More than 75% of survey respondents were white, as compared to almost 70% in the initial survey population and 64.5% in the Fall 1983 enrollment. Other ethnic groups' proportions in both the survey population and survey responses were relatively close to their proportions in the Fall 1983 enrollment.

Table 2-B
DEMOGRAPHIC COMPARISONS: ETHNICITY

ETHNIC GROUP	Fall 1983 Enrollment N=42,492	Spring 1985 Survey Population N=4,084	Responses N=2,033
Am.Indian/Alaskan	1.7%	1.4%	1.6%
Asian/Filipino	8.3%	9.0%	9.2%
Black	10.3%	8.5%	6.1%
Hispanic	7.0%	6.8%	7.0%
White	64.5%	69.7%	75.6%
Other or Not Coded	8.2%	4.6%	.5%

Age Groups

As shown in Table 3-A on the next page, respondents between the ages of 20 and 24 made up the largest age group in each of the three categories and comprised more than 30% of the total; however, there were wide percentage variations among the groups: more than 45% of the GE GRADs but only around 23% of the OE GRADs and NRSs were in this age group. Conversely, more than 46% of the NRSs and OE GRADs were 30 to 54 years of age, while fewer than 29% of the GE GRADs were in this range. The proportions in the 25-to-29 age group were more similar among the respondent categories, with a range of fewer than five percentage points.

Table 3-A
AGE GROUPS

AGE GROUP	District Totals GE GRAD N=659	OE GRAD N=733	NRS N=641	TOTAL N=2,033
16-19	3.6%	.5%	1.4%	1.8%
20-24	45.4%	23.5%	22.3%	30.2%
25-29	17.5%	22.4%	17.8%	19.3%
30-34	11.7%	19.5%	17.6%	16.4%
35-44	11.4%	18.0%	17.2%	15.6%
45-54	5.5%	8.6%	11.9%	8.6%
55-64	.6%	1.1%	4.8%	2.1%
65 and Over	.5%	.1%	1.6%	.7%
Undefined	3.9%	6.3%	5.5%	5.3%
AVERAGE AGE	28.0	31.6	34.0	31.2
MEDIAN AGE	24.9	30.1	31.7	29.0

The average age of all respondents was 31.2, with a range of 6.0 years between the youngest group (GE GRADs) and the oldest group (NRSs). The median age of all those responding was 29.0, with a range of 6.8 years.

Age breakdowns were not available for the original survey population, and the age group categories used to report the Fall 1983 enrollment were generally different from those in the survey questionnaire. However, since one category--the 25-to-29 age group--was the same, some comparisons can be made and are shown in Table 3-B below.

Table 3-B
DEMOGRAPHIC COMPARISONS: AGE GROUPS

AGE GROUPS	Fall 1983 Enrollment N=42,492	Spring 1985 Survey Population N=4,084	Spring 1985 Survey Responses N=2,033
16-24	52.4%	**	32.0%
25-29	17.9%	**	19.3%
30 or Older	29.7%	**	43.4%
Not Coded	- -	**	5.3%

**No age breakdowns were available for the survey population.

As compared to the Fall 1983 district enrollment from which much of the survey population was drawn, more people aged 30 and older (43% to 30%) and fewer people aged 16-24 (32% to 52%) responded to the survey. Among those in the 25-29 range, the response rate was fairly close to that group's representation in the district population.

Demographic Summary

In summarizing these demographic findings, the population surveyed for this study (which included all graduates and certificate earners, plus nonreturning students who had been enrolled in an advanced occupational course) contained proportionately more males and more whites than the Fall 1983 district enrollment as a whole. The 51.6% who responded to the survey included proportionately more women, more persons aged 30 or older, more whites, slightly more Asians and fewer blacks than their representation in the original survey population.

Major Fields of Interest

Table 4 shows a condensed list of the major fields of interest reported by respondents to this survey (a list by individual major is included in the appendix). The 95 Los Rios program titles are grouped according to the major interest fields listed on the district's application for admission form. This list, adapted from that proposed in the Higher Education General Information Survey (HEGIS), has been used in Los Rios since Fall 1983 and includes both baccalaureate and two-year programs in each category.

TABLE 4
COMMUNITY COLLEGE MAJOR FIELDS OF INTEREST

	District Totals			
MAJOR FIELD OF INTEREST	GE GRAD N=659	OE GRAD N=733	NRS N=641	TOTAL N=2,033
Business/Management/Office Admin.	26.1%	18.4%	29.8%	24.5%
Occupational Trades/Technologies	- -	37.2%	25.0%	21.3%
General Education/Interdisciplinary	34.1%	- -	1.9%	11.7%
Allied Health Professions	- -	17.2%	5.1%	7.8%
Physical Sciences/Math	17.9%	- -	.5%	6.0%
Protective/Social Services	- -	6.7%	8.4%	5.1%
Social/Behavioral Sciences	13.8%	- -	.3%	4.6%
Fine and Applied Arts	7.6%	2.0%	3.1%	4.2%
Home Econ./Family Consumer Science	.5%	6.7%	4.7%	4.0%
Computer and Information Sciences	- -	4.8%	4.1%	3.0%
Agriculture/Natural Resources	- -	2.2%	2.0%	1.4%
Communications/Journalism	- -	1.6%	2.5%	1.4%
Law/Legal Assisting	- -	1.4%	2.0%	1.1%
Architecture/Env. Design	- -	1.0%	2.0%	1.0%
Library Science/Technology	- -	.5%	.2%	.2%
Education/Physical Education	- -	.3%	- -	.1%
Undecided	- -	- -	8.4%	2.7%

Some of these major interest fields are by definition exclusively "general" or "occupational," while others may include both types of majors. General Education/Interdisciplinary was the major field for 34% of the GE GRADs but none of the OE GRADs; conversely, Occupational Trades and Technologies accounted for more than 37% of the OE GRADs but none of the GE GRADs. On the other hand, the field of Business/Management/Office Administration included both general and occupational associate degrees plus those in preparation for a four-year degree in business or related fields. It was the major interest of between 18% to 30% of each category of respondents and accounted for almost 25% of the total.

Other areas of interest to GE GRADs included Physical Sciences/Math (18%) and Social/Behavioral Sciences (14%), while Allied Health Professions attracted 17% of the OE GRADs.

Among NRSs, almost 30% were majoring in Business/Management/Office Administration and 25% in Occupational Trades/Technologies. More than 8% were in Protective/Social Services, and a similar proportion were still undecided. (The method used to assign major codes to NRSs who did not indicate a major field of interest is described in the appendix.)

Educational Objectives

The first item on the questionnaire (following demographic information) was "What was your PRIMARY objective in attending our college?" As shown in Table 5 below, 61.5% of the total respondents had a job-related objective: 42% were preparing for a new job to be obtained, and 19.5% sought to improve their existing job skills. Slightly more than 29% enrolled primarily to earn university transfer credit and approximately 9% attended for personal interest or other reasons.

Table 5
EDUCATIONAL OBJECTIVES
Item A-1

	District Totals			
PRIMARY OBJECTIVE	GE GRAD N=658	OE GRAD N=731	NRS N=638	TOTAL N=2,027
University Transfer Credit	65.7%	8.9%	14.7%	29.2%
Prepare for Job to Be Obtained	19.5%	65.1%	38.9%	42.0%
Improve Existing Job Skills	6.2%	19.3%	33.5%	19.5%
Personal Interest	7.1%	5.1%	10.0%	7.3%
Other	1.5%	1.6%	2.8%	2.0%

The data in Table 5 show interesting contrasts among the responding groups: almost 66% of the GE GRADs had attended to acquire university transfer credit, a primary interest of only 9% of OE GRADs and 15% of NRSs. Conversely, more than 84% of OE GRADs and 72% of the NRSs had attended for job-related reasons, of primary interest to only 26% of GE GRADs. These differences in the primary reason for attending are important in considering many other responses to this survey, as discussed in the following pages.

Completion of Educational Objectives

Survey participants were asked the extent to which their primary educational objective had been completed, whether they planned to pursue that objective further (and if so, where), and the amount of education required to accomplish their objective. Responses are shown in Tables 6 and 7 which follow.

Approximately 63% of all graduates (GE and OE) indicated their educational goal had been fully completed, and another one-third reported partial completion (Table 6). Of perhaps even greater interest is the fact that 34% of the NRSs, even though they did not receive a degree or certificate, reported that their goal had been fully completed.

Table 6
COMPLETION OF EDUCATIONAL OBJECTIVE
Items A-2, A-3

	District Totals			
	GE GRAD	OE GRAD	NRS	TOTAL
EXTENT COMPLETED	N=654	N=730	N=635	N=2,019
Fully Completed	62.8%	64.5%	33.9%	54.3%
Partially Completed	34.6%	29.7%	58.3%	40.3%
Not Completed	2.6%	5.8%	7.9%	5.4%
PURSUE FURTHER?	N=638	N=706	N=621	N=1,965
Yes	87.1%	70.7%	79.7%	78.9%
No	12.9%	29.3%	20.3%	21.1%
IF YES, WHERE?	N=554	N=485	N=486	N=1,525
At a Four-Year College	82.5%	56.3%	26.5%	56.3%
At Our College	12.6%	29.9%	57.6%	32.5%
At Another Two-Year College	2.3%	6.4%	9.7%	6.0%
Other	2.5%	7.4%	6.2%	5.2%

Almost 79% of the total respondents indicated they planned to pursue their educational objective further, with 82% of the GE GRADs and 56% of the OE GRADs intending to transfer to a four-year college or university. Almost one-third of all respondents (including more than 57% of NRSs) plan to return to the same community college to pursue their education at some future time.

As shown in Table 7, more than 73% of all respondents indicated that an associate degree or certificate was required to accomplish their educational objective. However, it is interesting to note that more than 46% of NRSs, as well as 20% of GE GRADs and 8% of OE GRADs, had enrolled to take only selected courses and did not aspire to a degree or certificate.

Table 7
EDUCATION REQUIRED FOR EDUCATIONAL OBJECTIVE
Item A-4

	District Totals			
	GE GRAD	OE GRAD	NRS	TOTAL
EDUCATION REQUIRED	N=653	N=724	N=630	N=2,007
Two-Year Associate Degree	75.0%	69.3%	32.7%	59.7%
Certificate Program	2.6%	21.1%	16.5%	13.7%
Selected Course(s)	19.9%	7.7%	46.3%	23.8%
Other	2.5%	1.8%	4.4%	2.8%

Reasons for Not Reenrolling

When asked their most important reason for not reenrolling at the same college (Table 8), more than 54% of all respondents indicated they had completed their desired program (degree, certificate, or selected courses). As might be expected, this included more than 63% of GE GRADs and 68% of OE GRADs; of perhaps greater significance is the fact almost 30% of NRSs, who had completed no formal program, also chose this response. These data are consistent with those reported previously in Table 6 (page 12) on completion of educational objectives.

Table 8
REASONS FOR NOT REENROLLING
Item A-5

	District Totals			
REASON FOR NOT REENROLLING	GE GRAD N=619	OE GRAD N=670	NRS N=601	TOTAL N=1,890
Completed Degree or Certificate	60.1%	64.9%	14.8%	47.4%
Transferred to Another College	19.5%	2.8%	10.0%	10.6%
Completed Desired Courses	3.2%	3.4%	15.0%	7.0%
Job Hours Conflict with School	2.6%	4.3%	13.0%	6.5%
Found or Seeking Employment	2.7%	6.3%	10.3%	6.4%
Moved From Area/Transportation	1.5%	3.1%	5.0%	3.2%
Inadequate Course Availability	.8%	1.5%	6.8%	3.0%
College Was Too Expensive	.5%	2.1%	1.5%	1.4%
Dissatisfied with Instruction	.2%	- -	1.3%	.5%
Dissatisfied with Course Content	- -	.4%	.3%	.3%
Grade Problems	- -	- -	.7%	.2%
Other Personal/Family Reasons	2.3%	2.5%	11.6%	5.3%
Other Reasons	6.6%	8.5%	9.7%	8.3%

There were other interesting contrasts among the responding groups: reasons related to employment (found or seeking employment/job hours conflict with school) were cited by more than 23% of the NRSs and more than 10% of OE GRADs, but by only 5% of GE GRADs. More than 10% of all respondents checked "transferred to another college," but the percentages citing this reason varied from 2.8% (OE GRADs) to 19.5% (GE GRADs).

Reasons over which the colleges might be expected to have some degree of control accounted for relatively small response percentages: "inadequate course availability" was cited by 3% of all respondents (6.8% of the NRSs, but fewer than 2% of all graduates). Three response options combined--"dissatisfied with instruction," "dissatisfied with course content," and "grade problems"--totaled only 1% of all responses to this item. "Other reasons" (including personal/family reasons not covered by other options) prevented almost 14% from reenrolling, but fewer than 2% checked "college was too expensive."

Further data analysis revealed that the responses to this item were very similar to those reported in the Spring 1984 follow-up survey and in the district's Fall 1984 Enrollment Update (Coffey, 1984) which focused on black nonreturning students.

Current Educational/Employment Status

Table 9-A shows the current educational and employment status of respondents to the survey. More than 70% of the GE GRADs were attending school when they responded to this survey; perhaps even more interesting is the fact that 32% of all other survey respondents were also enrolled in school at the time.

Since 76% of all respondents were also employed or in full-time military service at the time of the survey, it is apparent that many were working and attending school concurrently. (More detailed information regarding employment and educational progress of the respondents is provided later in this report.)

The percentages of respondents who reported they were "unemployed and actively seeking" work were remarkably consistent among the three groups surveyed, and the 7.6% total compares favorably with the March 1985 unemployment rate of 7.8% for the Sacramento Metropolitan Statistical Area.

Sixteen percent of all respondents, including almost 29% of the GE GRADs, were not in the labor force and not seeking employment at the time of this survey.

Table 9-A
CURRENT EDUCATIONAL/EMPLOYMENT STATUS
Items A-6, A-7

	District Totals			
	GE GRAD	OE GRAD	NRS	TOTAL
EDUCATIONAL STATUS	N=658	N=732	N=639	N=2,029
Currently Attending School	70.5%	32.2%	32.2%	44.7%
Not Currently Attending	29.5%	67.8%	67.8%	55.3%
EMPLOYMENT STATUS	N=654	N=730	N=637	N=2,021
Employed (except military)	61.9%	82.9%	77.9%	74.5%
Employed (full-time military)	1.8%	1.5%	1.6%	1.6%
Unemployed, Actively Seeking	7.3%	7.9%	7.5%	7.6%
Not in Labor Force, Not Seeking	28.9%	7.7%	13.0%	16.2%

Table 9-B on the next page summarizes the same data from the perspective of the respondents' primary educational goals (shown in Table 5, page 11). As can be seen from these data, more than 82% of the respondents who said they enrolled primarily to obtain university transfer credit were attending school at the time of this survey, and 29% of those with different primary objectives were also attending.

Among those who had enrolled at a community college primarily to improve existing job skills, 88% were employed (including full-time military service); only 4.6% were unemployed and seeking work. More than 80% of those who enrolled to prepare for a new job were employed, but slightly more than 10% were unemployed and actively seeking employment.

The data regarding respondents who were unemployed and seeking work were examined further in an effort to identify any factors which might be addressed by the colleges and the district. To minimize fragmentation of the sample, the district's 95 degree/certificate programs were condensed into 68 generic categories corresponding to TOP Code groups before statistics were obtained.

Table 9-B
CURRENT EDUCATIONAL/EMPLOYMENT STATUS
BY EDUCATIONAL GOAL
Items A-1, A-6, A-7

	Educational Goals				
EDUCATIONAL STATUS	University Transfer N=591	Prepare for New Job N=850	Improve Job Skills N=394	Personal or Other N=188	Total N=2,023
Currently Attending School	82.1%	30.4%	26.6%	29.8%	44.7%
Not Currently Attending	17.9%	69.6%	73.4%	70.2%	55.3%
EMPLOYMENT STATUS	N=588	N=849	N=393	N=185	N=2,015
Employed (non-military)	61.7%	79.0%	86.0%	70.3%	74.5%
Employed (military)	1.9%	1.4%	2.0%	1.1%	1.6%
Unemployed, Seeking	6.5%	10.2%	4.6%	5.9%	7.6%
Not in Labor Force	29.9%	9.3%	7.4%	22.7%	16.2%

Of the 154 individuals who were unemployed and seeking work, 87 had enrolled primarily to prepare for a new job, 18 sought to improve job skills, and 49 enrolled to acquire university transfer credit or for other/personal reasons. With respect to major, 58 (38%) had taken general education or liberal arts programs not designed to lead to specific employment. When the remaining 96 responses were resorted by occupational major, the number in each category was too small (fewer than 10) to support any generalizations.

Ratings of College Courses and Services

Survey respondents were asked to indicate the extent to which their individual needs had been met by the courses they had completed in their major field and college services they had utilized. Possible responses ranged from Very Good (5) to Very Poor (1). The average ratings given by the three responding groups are shown in Table 10 on the next page. Respondents were asked to rate only the services they had used, so the number of responses varied with each item (the N given is the maximum for that response category).

Consistent with responses to previous follow-up studies in the Los Rios District (Renkiewicz, 1982; Lee, 1984 and 1985), "quality of instruction," "instructor interest" and "content of courses" received the highest ratings from respondents to this survey; all were rated above 4.0. Among college services, library services and learning center/labs also were rated above 4.0.

All the course characteristics and student services listed received average ratings of 3.5 or above, and ratings were relatively consistent among the three responding groups.

These ratings indicate general approval of the programs and services provided by the colleges of the district, and correlate well with the degree of satisfaction regarding the overall college experience as shown in Table 11.

Table 10
AVERAGE RATINGS OF COURSES IN MAJOR FIELD OF STUDY
AND COLLEGE SERVICES USED
Items A-8 and A-9
Ratings: 5 = Very Good . . . 1 = Very Poor

	District Totals			
COURSE CHARACTERISTIC	GE GRAD N=619	OE GRAD N=720	NRS N=574	TOTAL N=1,913
Quality of Instruction	4.23	4.25	4.17	4.22
Instructor Interest	4.12	4.25	4.23	4.20
Content of Course(s)	4.05	4.10	4.09	4.08
Grading/Testing	3.92	3.97	3.97	3.95
Class Size	3.76	3.78	3.80	3.78
Instructional Media	3.73	3.78	3.76	3.76
SERVICE	N=548	N=537	N=308	N=1,393
Library Services	4.02	4.10	4.06	4.06
Learning Center/Labs	4.06	3.99	4.01	4.02
Health Center	3.90	3.99	3.82	3.93
Veterans Services	3.93	3.93	3.93	3.93
Services for Disabled	3.93	4.03	3.56	3.89
Tutoring Services	3.86	3.77	3.58	3.78
Assessment Center	3.77	3.72	3.63	3.73
Counseling/Advisement	3.65	3.68	3.48	3.63
Financial Aids	3.59	3.62	3.70	3.63
Student Activities	3.57	3.49	3.58	3.54
Job Placement Services	3.69	3.55	3.18	3.52

Satisfaction with College Educational Experience

Respondents were also asked to rate their satisfaction with their educational experience in general. Possible ratings ranged from Very Satisfied (5) to Very Disappointed (1), and the results are shown in Table 11.

TABLE 11
SATISFACTION WITH COLLEGE EDUCATIONAL EXPERIENCE
ITEM A-10
Ratings: 5 = Very Satisfied . . . 1 = Very Disappointed

	District Totals			
SATISFACTION WITH EDUCATION	GE GRAD N=650	OE GRAD N=730	NRS N=639	TOTAL N=2,019
Very Satisfied	43.7%	41.5%	36.8%	40.7%
Satisfied	46.2%	47.1%	45.2%	46.2%
Average	8.8%	8.8%	14.2%	10.5%
Disappointed	1.2%	2.3%	3.1%	2.2%
Very Disappointed	.2%	.3%	.6%	.3%
AVERAGE RATING	4.32	4.27	4.14	4.25

As indicated in Table 11, almost 87% were "Satisfied" or "Very Satisfied" with their educational experience in a Los Rios community college, and another 10% gave an "Average" rating; fewer than 3% indicated disappointment. The overall average rating was 4.25, and for each responding group it was above 4.1.

SECTION B: EMPLOYMENT INFORMATION

Respondents who were employed or in full-time military service when they completed their questionnaire were asked to complete Section B, which elicited information on such questions as:

- Where do Los Rios graduates find employment?
- Is their work related to their college courses? If not, why not?
- Were they employed in the same field before enrolling, or did they find related employment after leaving Los Rios?
- How many hours per week do they work, and how much do they earn?
- How useful was their college training in on-the-job performance?

As previously indicated (Table 9-A, page 14), 76.1% of all respondents indicated they were employed or in military service at the time of the survey. This included 417 GE GRADs, 616 OE GRADs, and 506 NRSs, for a total of 1,539. As many as 1,449 completed at least part of this section, although not all respondents answered every question.

This section included all questions required for VEDS reporting, as well as several other items of interest to the Los Rios district.

Employer Information

Survey respondents were asked to provide their employer's name and address, their own job title and duties, and the name and title of their immediate supervisor so that person could be invited to participate in future surveys made by the college to evaluate courses and programs offered. A total of 945 respondents provided their employers' ZIP codes, which were keyed for computer analysis; any other information provided is available on the completed questionnaires retained at each college.

As shown in Table 12 on the next page, more than 87% of all respondents to this item were employed in Sacramento, Stockton, or the northern Sacramento Valley; among responding groups, this included 91.5% of the GE GRADs and more than 89% of NRSs, but only 81% of the OE GRADs. Another 6.6% of the total (including almost 10% of the OE GRADs) were working in San Jose or in the San Francisco Bay/Oakland-East Bay areas. Three percent were working elsewhere in California, and another 3% reported employer ZIP codes outside California.

Further analysis of these data by occupational major revealed that among those who had majored in electronics, 71% were employed in the greater Sacramento area and 26% in the San Francisco-San Jose area. For all other occupational majors, the number of respondents reporting employment outside the Sacramento area was too small to support any conclusions.

TABLE 12
EMPLOYER ZIP CODES
ITEM B-1

ZIP CODE	District Totals GE GRAD N=260	OE GRAD N=353	NRS N=332	TOTAL N=945
Sacramento Area	89.6%	81.0%	87.7%	85.7%
Stockton Area	1.5%	1.1%	.3%	1.0%
Northern Sacramento Valley	.4%	.6%	1.2%	.7%
San Jose Area	.8%	5.4%	1.8%	2.9%
Oakland-East Bay	1.5%	2.8%	1.5%	2.0%
San Francisco Bay Area	1.2%	1.7%	2.1%	1.7%
San Diego Area	- -	.8%	.9%	.6%
Los Angeles Area	.4%	.6%	.6%	.5%
Other California Areas	2.7%	2.5%	.6%	1.9%
Out of State	1.9%	3.4%	3.3%	3.0%

Relationship of Job to Courses Completed

Respondents were also asked whether their current job was related to the college courses they had completed, and the results are shown on Table 13.

Table 13
RELATIONSHIP OF JOB TO COURSES COMPLETED
Item B-2

RELATIONSHIP	District Totals GE GRAD N=384	OE GRAD N=584	NRS N=481	TOTAL N=1,449
Directly/Closely Related	32.6%	76.9%	68.2%	62.2%
Remotely/Not at All Related	67.4%	23.1%	31.8%	37.8%

Almost 77% of OE GRADs and more than 68% of NRSs indicated that their job was related to their college training. While only approximately one-third of the GE GRADs were employed in a related field, this is not surprising since they had completed general education/liberal arts degrees rather than occupational programs. Since more than 70% of the GE GRADs were still attending school at the time of the survey (Table 9-A, page 14) and 42% of those employed were working part-time (Table 18, page 22), it seems likely that many were working in "supplemental" rather than career positions.

Prior Employment in Occupational Area

In a related question, respondents were asked if they had been employed in their occupational area before enrolling at the college, and the results are shown in Table 14.

Table 14
PRIOR EMPLOYMENT IN OCCUPATIONAL AREA OF PREPARATION
Item B-6

PRIOR EMPLOYMENT	District Totals GE GRAD N=383	OE GRAD N=582	NRS N=478	TOTAL N=1,443
Yes	46.5%	36.4%	55.9%	45.5%
No	53.5%	63.6%	44.1%	54.5%

In this table, the differences among the three responding groups are more important than the districtwide total (in which these differences tend to cancel each other out). While 56% of the NRSs answered this question affirmatively, only 36% of the OE GRADs and 46.5% of the GE GRADs were employed in their field prior to enrolling at a Los Rios college.

A comparison of the data from Table 13 (relationship of job to college courses completed) with those in Table 14 (prior employment in field of their college training) is shown in Table 15-A.

Table 15-A
RELATED EMPLOYMENT COMPARED TO
PRIOR EMPLOYMENT IN FIELD

EMPLOYMENT STATUS	District Totals GE GRAD N=383	OE GRAD N=582	NRS N=478	TOTAL N=1,443
Now in Related Field (Table 13)	32.6%	76.9%	68.2%	62.2%
In Same Field Before College (Table 14)	46.5%	36.4%	55.9%	45.5%
Increase in Related Employment	(13.9%)	40.5%	12.3%	16.7%

Among OE GRADs, 76.9% were employed in a related field after completing their community college program (Table 13), whereas only 36.4% had been employed in that field before enrolling (Table 14). Thus an additional 40.5% of OE GRADs were employed in their field of training after completing their community college degree.

Even among NRSs, those reporting employment in a related field increased from 55.9% before enrolling (Table 14) to 68.2% after completing their community college courses (Table 13), an increase of 12.3% of those who responded to this item. As discussed previously, the jobs held by GE GRADs (both before and after community college attendance) are often part-time and unrelated to their long-term academic goals.

Table 15-B on the next page summarizes the data on related employment when examined from the perspective of the respondents' primary educational goals. The percentages are computed for all 2,015 respondents who indicated an educational goal and responded to the question regarding employment status (Table 9-B, page 15), rather than just the ones who responded to Section B of the questionnaire.

Table 15-B
RELATED EMPLOYMENT/PRIOR EMPLOYMENT
BY EDUCATIONAL GOAL

	Educational Goals				
EMPLOYMENT STATUS	University Transfer N=591	Prepare for New Job N=852	Improve Skills N=396	Personal or Other N=188	Total N=2,027
Now in Related Field	18.3%	54.6%	71.5%	22.9%	44.4%
In Same Field Before College	26.4%	21.5%	62.4%	36.2%	32.3%
Increase in Related Employment	(8.1%)	33.1%	9.1%	(13.3%)	12.1%

The data in Table 15-B indicate that of the respondents who enrolled primarily to prepare for a new job, the percentage employed in a field related to their training increased from 22% prior to enrollment to almost 55% after completing their community college courses. Even among those whose main goal was to improve existing job skills, employment related to training increased from 62% before enrolling to almost 72% after college courses were completed.

Since respondents who enrolled primarily to prepare for university transfer or for personal/other reasons tended to enroll in courses unrelated to employment and to remain in the same jobs they had before enrolling, no conclusions can be drawn from their responses to these items. The relationship between primary educational goal and enrollment at a four-year college or university is discussed in Section C of this report (Table 21-B, page 25).

Reasons for Employment Outside Area of Preparation

Respondents whose jobs were unrelated to the college courses they completed were asked their reasons for such employment. Table 16 shows their responses.

Table 16
REASONS FOR EMPLOYMENT OUTSIDE AREA OF PREPARATION
Item B-3

	District Totals			
REASON	GE GRAD N=384	OE GRAD N=584	NRS N=481	TOTAL N=1,449
Transferred to Four-Year College	30.5%	2.9%	4.0%	10.6%
Not Qualified for Job in Field	9.9%	3.9%	7.1%	6.6%
Preferred Work in Another Field	6.3%	2.6%	4.6%	4.2%
Could Not Find Job in Field	3.1%	4.8%	2.9%	3.7%
Found Better Paying Job, Another Field	4.4%	2.9%	2.9%	3.3%
Worked in Field but Changed	.5%	.7%	1.9%	1.0%
Other	9.1%	3.6%	4.8%	5.5%
No Reason Given	3.6%	1.7%	3.7%	2.9%
Total Employed in Unrelated Jobs	67.4%	23.1%	31.8%	37.8%
Total Employed in Related Jobs	32.6%	76.9%	68.2%	62.2%

As shown previously in Table 13 (page 18), more than 62% of those responding to Item B-2 on the questionnaire indicated that their employment was directly related to their community college courses. Table 16 above shows a summary of the reasons given by the 38% who were employed in unrelated jobs. The N shows the total number of responses to the initial question, from which percentages are derived.

More than 67% of those employed in fields unrelated to their community college courses were GE GRADs; of these 384 individuals, almost 31% cited "transfer to a four-year school" as their main reason for accepting unrelated employment.

Almost 7% of those employed in an unrelated field indicated they were doing so because they were not qualified for work in their field of preparation, and almost 4% reported they could not find a job in the area of their training. Additional analysis of these data revealed that of the 149 individuals who checked one of these reasons, 63 (43%) had majored in general education or liberal arts programs. When the remaining 86 responses were analyzed by occupational major, the number in each category was too small (fewer than 10) to support any generalizations.

Approximately 9% of all respondents were working in an unrelated field for reasons related to personal choice: more than 4% preferred other work; more than 3% found a better paying job; and 1% had worked in the field of their preparation but changed. "Other" undefined reasons were cited by 5.5% of all respondents, and 3% who answered "No" to the initial question declined to check a reason.

Current Salary

The questions regarding salary were worded precisely as required by VEDS, which permits respondents to report their income by their actual pay period (hour/week/month/year). Table 17 shows the averages for each pay period.

To provide a common basis for comparison purposes, reported salaries were also converted to monthly equivalents. Averages were then computed for those employed full-time (35 or more hours per week) and for all employment (full- and part-time). Average monthly salaries by occupational program were also computed and provided to appropriate district and college staff.

TABLE 17
CURRENT SALARY (GROSS, WITHOUT OVERTIME)
ITEM B-4

	District Totals			
PAY PERIOD	GE GRAD N=302	OE GRAD N=430	NRS N=344	TOTAL N=1,076
Per Hour	$ 6.95	$ 9.04	$ 8.14	$ 8.19
Per Week	299.90	346.38	348.02	334.42
Per Month	1,178.11	1,409.01	1,596.05	1,418.30
Per Year	20,706.00	21,552.56	22,687.36	21,745.99
AVERAGE PER MONTH				
All Full-time	1,532.87	1,649.82	1,724.36	1,650.48
All (FT and PT)	1,122.56	1,460.83	1,521.57	1,385.61

Salaries reported by NRSs were generally higher than those for either group of graduates. This phenomenon holds true for each type of pay period except hourly wage (where the OE GRADs averaged $9.04 compared to $8.14 for NRSs), as well as when average monthly equivalents are computed for all employment and for full-time employment only.

These salary figures are not surprising when other factors are considered: NRSs were generally older than either group of GRADs (Table 3-A, page 9); they were also more likely to have enrolled to upgrade existing job skills (Table 5, page 11), to have been employed in their field before enrolling (Table 14, page 19), and to be working full-time (Table 18 below).

Weekly Hours of Employment

Eighty-one percent of the NRSs and more than 78% of the OE GRADs were working 35 hours per week or more at the time of the survey; however, only 58% of the GE GRADs were employed full-time (Table 18). The average weekly hours for each group reflect these same patterns, with OE GRADs and NRSs averaging five to six hours more per week than the GE GRADs.

TABLE 18
WEEKLY HOURS OF EMPLOYMENT
ITEM B-5

	District Totals			
HOURS PER WEEK	GE GRAD N=310	OE GRAD N=434	NRS N=347	TOTAL N=1,091
Fewer than 35	41.9%	21.7%	19.0%	26.6%
35-39	5.8%	5.8%	4.0%	5.2%
40	50.0%	65.7%	66.6%	61.5%
Over 40	2.3%	6.9%	10.4%	6.7%
AVERAGE WEEKLY HOURS	32.1	37.1	38.0	35.9

Usefulness of Training in Performance of Job

When asked to evaluate the training provided by the college as to its usefulness in on-the-job performance, respondents gave high marks to their college programs. As indicated in Table 19 on the next page, almost 70% of all respondents (including almost 80% of OE GRADs) rated their training "Good" or "Very Good," and another 25% marked "Average."

On a five-point scale (with 5 as the highest rating), the average rating given by each group was above 3.5, with OE GRADs giving the highest rating of 4.14.

TABLE 19
USEFULNESS OF TRAINING IN PERFORMANCE OF JOB
ITEM B-7
Ratings: 5 = Very Good . . . 1 = Very Poor

	District Totals			
RATING	GE GRAD N=333	OE GRAD N=561	NRS N=435	TOTAL N=1,329
Very Good	15.0%	38.5%	29.0%	29.5%
Good	38.4%	41.2%	40.9%	40.4%
Average	38.4%	17.3%	23.2%	24.5%
Poor	4.2%	2.1%	4.4%	3.4%
Very Poor	3.9%	.9%	2.5%	2.2%
AVERAGE RATING	3.56	4.14	3.89	3.92

Help Provided by Courses in Occupational Area

Respondents were asked whether the courses they took helped them in their occupational area, and their responses are shown in Table 20.

Table 20
HELP PROVIDED BY COURSES IN OCCUPATIONAL AREA
ITEM B-8

	District Totals			
HELP RECEIVED	GE GRAD N=370	OE GRAD N=576	NRS N=463	TOTAL N=1,409
Helped to Obtain Job	20.8%	56.6%	31.5%	39.0%
Helped Perform on Present Job	26.8%	25.0%	30.9%	27.4%
Helped Advance on Present Job	5.9%	5.0%	8.4%	6.4%
None of the Above	41.4%	11.6%	24.0%	23.5%
Other	5.1%	1.7%	5.2%	3.8%

Almost 73% of all those responding (including nearly 87% of OE GRADs and 71% of NRSs) indicated their courses had helped them either to obtain their job or to perform or advance on their job. Even among GE GRADs, who were more likely to be employed part-time in jobs unrelated to their community college training, 53.5% reported these benefits, and another 5% indicated they had benefited in other ways.

SECTION C: EDUCATIONAL INFORMATION

Respondents who had enrolled in college since leaving the college conducting the survey were asked to complete Section C, which requested information regarding their current or most recently attended college or university. As recommended in the Los Rios Spring 1984 follow-up survey, the introduction to this section of the questionnaire was revised slightly in 1985 to clear up an

apparent ambiguity: previously, the wording was "If you have enrolled in another college since leaving our college, please answer this section." Since responses to the 1984 survey indicated some confusion on the part of students who had reenrolled in a community college, the word "another" was omitted in 1985.

Questionnaire items in Section C were designed to answer such questions as:

- To which institutions do Los Rios students transfer, and what majors do they pursue at their transfer college or university?
- What kinds of problems (if any) do they encounter upon transfer?
- Do they feel well prepared to continue their education?

As previously reported in Table 9-A (page 14), 44.7% of all respondents to the survey (906 individuals) reported they were attending school at the time of the survey. Of these, 464 (51%) were GE GRADs, 236 (26%) were OE GRADs, and 206 (23%) were NRSs. As many as 843 persons completed at least part of this section, although not all respondents answered every question. The responses are shown in Tables 21 through 25 which follow.

Transfer College/University Enrollment

Table 21-A displays the enrollment patterns of the 843 respondents who identified their transfer college or university. More than 51% enrolled at a California State University campus: 44% transferred to CSU, Sacramento, and another 7% chose one of the other CSU campuses. The University of California at Davis and other UC campuses accounted for more than 7% of the transfers, and almost 7% chose a California independent college or an out-of-state school.

More than one-third (34.5%) of those continuing their education were doing so at a California community college: 30% had reenrolled in a Los Rios college, while 4.5% had transferred to another two-year school.

TABLE 21-A
TRANSFER COLLEGE/UNIVERSITY ENROLLMENT
ITEM C-1-A

	District Totals			
TRANSFER COLLEGE/UNIVERSITY	GE GRAD N=438	OE GRAD N=189	NRS N=216	TOTAL N=843
CSU, Sacramento	58.7%	28.0%	27.8%	43.9%
Other CSU Campuses	8.2%	6.9%	6.0%	7.4%
UC Davis	6.2%	1.1%	2.3%	4.0%
Other UC Campuses	5.7%	.5%	1.4%	3.4%
California Independent Colleges	3.7%	4.8%	4.6%	4.2%
Colleges Outside California	3.0%	2.6%	1.9%	2.6%
American River College	6.8%	27.5%	21.8%	15.3%
Sacramento City College	4.8%	17.5%	16.7%	10.7%
Cosumnes River College	1.6%	2.6%	10.2%	4.0%
Other California Community Colleges	1.4%	8.5%	7.4%	4.5%

When compared to the 1984 survey, Table 21-A shows a larger percentage of students enrolled at a two-year college in 1985 (34.5%) than in 1984 (21.5%), reflecting the revised wording of the instructions discussed previously. The percentages for the other categories showed corresponding decreases.

Among the three response groups, percentages varied widely: two-thirds of the GE GRADs, but only one-third of OE GRADs and NRSs, attended a CSU campus. Almost 12% of GE GRADs, but fewer than 2% of OE GRADs and 4% of NRSs attended the University of California. On the other hand, more than 56% of OE GRADs and NRSs still pursuing their education were at a California community college (primarily in Los Rios); for GE GRADs, this group comprised just under 15%.

Table 21-B summarizes the data on college enrollment when examined from the perspective of the respondents' primary educational goals. The percentages are computed for all 2,027 respondents who indicated an educational goal (not just the ones who completed Section C of the questionnaire), and include data from Table 9-B, page 15, regarding "current educational status."

TABLE 21-B
TRANSFER COLLEGE/UNIVERSITY ENROLLMENT
BY EDUCATIONAL GOAL

	Educational Goals				
TRANSFER COLLEGE/UNIVERSITY	University Transfer N=591	Prepare for New Job N=852	Improve Skills N=396	Personal or Other N=188	Total N=2,027
CSU System	55.7%	6.8%	6.6%	9.6%	21.3%
UC System	8.5%	.6%	1.3%	1.6%	3.1%
CA Independent Colleges	2.9%	1.2%	1.5%	1.1%	1.7%
Out-of-State Colleges	2.7%	.6%	.3%	- -	1.1%
Los Rios Community Colleges	7.3%	15.1%	13.9%	13.8%	12.5%
Other CA Community Colleges	1.7%	2.2%	1.5%	1.6%	1.9%
College Not Identified	8.6%	11.0%	11.1%	10.1%	10.3%
Total Reenrolled	87.4%	37.6%	36.1%	37.8%	51.9%
Never Reenrolled	12.6%	62.4%	63.9%	62.2%	48.1%

As shown above, among those who entered primarily to earn university transfer credit (591 individuals), more than 64% had transferred to CSU or UC by the time of the survey, and another 5.6% had enrolled in a California independent college/university or out-of-state institution. Nine percent were continuing their education in a California community college.

Statistical comparison of these data with those reported in Table 9 revealed that 10% of all respondents who were attending college at the time of the survey did not identify their transfer school. Conversely, 7% who were not attending when surveyed did identify a transfer institution, suggesting that they had enrolled in Fall 1984 but were no longer attending in March 1985. Fewer than 13% of those who had enrolled primarily to prepare for university transfer indicated they had not reenrolled in college since leaving Los Rios.

It is interesting to note that more than 9% of those who had enrolled in a Los Rios community college primarily to improve job skills or to prepare for a new job, as well as 12% who had enrolled for personal or other reasons, had also transferred to a four-year college or university by the time of the survey.

Transfer Majors

Respondents were also asked to indicate their major at their current (or most recently attended) college. Since 65.5% of those identifying their school had actually transferred to a four-year university and 34.5% were still attending a community college (Table 21-A above), responses of these two groups are shown separately in Tables 22-A and 22-B which follow. The majors are grouped under the major interest fields used on the Los Rios application for admission form so that future cross-tabulations and/or comparisons with the district data base can be made if desired.

Of the 551 individuals who indicated they had transferred to a four-year college or university, 68% were GE GRADs, 15% were OE GRADs, and 17% had transferred without completing a community college degree. Their responses to the item regarding academic major are shown in Table 22-A.

TABLE 22-A
MAJORS OF STUDENTS ATTENDING
A FOUR-YEAR COLLEGE OR UNIVERSITY
ITEM C-1-B

	District Totals			
TRANSFER MAJOR	GE GRAD N=373	OE GRAD N=83	NRS N=95	TOTAL N=551
Business/Management/Office Admin.	27.3%	16.9%	15.8%	23.8%
Social/Behavioral Sciences	13.4%	9.6%	6.3%	11.6%
Engineering	6.7%	6.0%	14.7%	8.0%
Communications/Journalism	5.6%	9.6%	10.5%	7.1%
Law/Legal Assisting	3.8%	10.8%	8.4%	5.6%
Health/Allied Health Professions	5.9%	3.6%	4.2%	5.3%
Computer and Information Sciences	3.2%	9.6%	8.4%	5.1%
Education/Physical Education	4.8%	8.4%	2.1%	4.9%
Biological Sciences	5.4%	1.2%	3.2%	4.4%
Protective/Social Services	4.3%	6.0%	2.1%	4.2%
Home Econ./Family Consumer Science	1.9%	7.2%	5.3%	3.3%
English/Speech/Philosophy	3.5%	- -	1.1%	2.5%
Architecture/Environmental Design	1.6%	1.2%	6.3%	2.4%
Fine and Applied Arts	2.4%	2.4%	1.1%	2.2%
Library Science	1.9%	- -	- -	1.3%
Mathematics	1.9%	- -	- -	1.3%
Physical Sciences	1.6%	- -	1.1%	1.3%
Agriculture/Natural Resources	1.1%	- -	- -	.7%
Occupational Trades/Technologies	.3%	2.4%	- -	.5%
General Education/Interdisciplinary	.5%	- -	- -	.4%
Undecided	2.9%	4.8%	9.5%	4.4%

Almost 24% of this group were majoring in Business, Management, or Office Administration, and approximately 12% were in Social/Behavioral Sciences. Engineering was the goal of 8%, and 7% were pursuing degrees in Communications or Journalism. Law/Legal Assisting, Computer/Information Science, and Health Sciences each attracted approximately 5% of the respondents, and more than 4% had not decided on a major at the time of the survey.

The 290 respondents who had reenrolled in a Los Rios college or transferred to another community college differed from those who had transferred to a four-year college or university in several respects. As shown in Table 22-B, only

64 (22%) were GE GRADs, while 106 (37%) were OE GRADs and 120 (41%) were NRSs. The fact that almost 30% (including almost 33% of the GE GRADs) were still undecided as to their major may help to explain why they had not yet transferred to a four-year institution.

Among those who indicated a major, the most popular field was again Business, Management, or Office Administration (21%). Engineering was the goal of 13%, and 7% were interested in Health or Allied Health professions. Each of the other categories attracted fewer than 4% of the community college "transfers."

TABLE 22-B
MAJORS OF STUDENTS ATTENDING
A COMMUNITY COLLEGE
ITEM C-1-B

	District Totals			
TRANSFER MAJOR	GE GRAD N=64	OE GRAD N=106	NRS N=120	TOTAL N=290
Business/Management/Office Admin.	23.4%	15.1%	25.0%	21.0%
Engineering	4.7%	18.9%	12.5%	13.1%
Health/Allied Health Professions	6.3%	13.2%	2.5%	7.2%
General Education/Interdisciplinary	4.7%	2.8%	3.3%	3.4%
Computer and Information Sciences	- -	3.8%	5.0%	3.4%
Home Econ./Family Consumer Science	3.1%	2.8%	3.3%	3.1%
Protective/Social Services	- -	2.8%	5.0%	3.1%
Law/Legal Assisting	- -	1.9%	4.2%	2.4%
Fine and Applied Arts	4.7%	.9%	1.7%	2.1%
Occupational Trades/Technologies	1.6%	3.8%	.8%	2.1%
Social/Behavioral Sciences	1.6%	.9%	2.5%	1.7%
Biological Sciences	4.7%	- -	.8%	1.4%
Education/Physical Education	1.6%	1.9%	.8%	1.4%
Agriculture/Natural Resources	3.1%	.9%	- -	1.0%
Architecture/Environmental Design	1.6%	- -	1.7%	1.0%
Communications/Journalism	1.6%	1.9%	- -	1.0%
Library Science	3.1%	- -	- -	.7%
Mathematics	- -	1.9%	- -	.7%
English/Speech/Philosophy	1.6%	- -	- -	.3%
Undecided	32.8%	26.4%	30.8%	29.7%

Since the primary purpose of this section is to report information regarding former Los Rios students who transferred to a four-year college or university, the data in Tables 23 through 26 which follow include only those respondents. It is important to note that among the 546 individuals whose responses are shown in these tables, 370 (68%) were GE GRADs, while only 83 (15%) were OE GRADs and 93 (17%) were NRSs. Thus, percentages reported for the latter two groups may appear artificially high, since their numbers are so small.

Problems in Transferring to a Four-Year College/University

Respondents were asked whether they had experienced any difficulties in transferring to another school and if so, what kinds of problems they had encountered. As shown in Table 23 on the next page, more than 87% of all those who transferred to a four-year college or university indicated they had no problems in making the transition.

Among those who indicated they did have problems, GE GRADs had relatively more difficulties regarding transcripts, while OE GRADs and NRSs had more problems in transferring units; however, the actual number of respondents citing any problems (shown in parentheses) was small. Since a few checked more than one type of problem, the percentages under "types of problems" (computed on the basis of responses to the initial question) slightly exceed the percentages of those who answered "Yes" to the original question.

Table 23
PROBLEMS IN TRANSFERRING
TO A FOUR-YEAR COLLEGE/UNIVERSITY
Item C-2

	District Totals			
TRANSFER PROBLEM?	GE GRAD N=370	OE GRAD N=83	NRS N=93	TOTAL N=546
No Problem	85.4%	92.8%	89.2%	87.2%
Yes, Some Problem	14.6%	7.2%	10.8%	12.8%
TYPE OF PROBLEM	(N=54)	(N=6)	(N=10)	(N=70)
Transcript Problems	7.8%	- -	4.3%	6.0%
Transferring Units	3.8%	4.8%	7.5%	4.6%
Admission Problems	2.2%	- -	1.1%	1.6%
Other	2.7%	2.4%	- -	2.2%

Units Accepted at Four-Year College/University

The questionnaire also asked how many units earned at the Los Rios college had not been accepted by the transfer institution. As indicated in Table 24, almost 34% of those responding had all units accepted, and another 34% "lost" no more than six units (the equivalent of two three-unit courses).

Table 24
UNITS ACCEPTED AT FOUR-YEAR COLLEGE/UNIVERSITY
Item C-3

	District Totals			
UNITS ACCEPTED/LOST	GE GRAD N=359	OE GRAD N=77	NRS N=77	TOTAL N=513
All Units Accepted	34.0%	23.4%	44.2%	33.9%
Lost 1-3 Units	20.9%	10.4%	16.9%	18.7%
Lost 4-6 Units	16.2%	15.6%	7.8%	14.8%
Lost 7-12 Units	18.4%	7.8%	15.6%	16.4%
Lost 13-21 Units	6.7%	19.5%	3.9%	8.2%
Lost 22 or More Units	3.9%	23.4%	11.7%	8.0%

The OE GRADs had relatively more difficulty in transferring units, but this is not surprising since most community college occupational majors require the completion of a substantial number of program-specific courses not designed for a baccalaureate program. The fact that most of the OE GRADs did not

perceive this as a problem (as shown previously in Table 23) seems to indicate that they took the courses through choice and understood that they might not transfer to a four-year college or university.

As noted previously, the percentages shown for OE GRADs and NRSs represent relatively few individual respondents.

Status and Classification at Four-Year College/University

Of the respondents enrolled in college at the time of this survey, more than 76% were enrolled full-time (Table 25). More than 30% of OE GRADs and NRSs, but only 20% of GE GRADs, were attending on a part-time basis.

Table 25
STATUS/CLASSIFICATION
AT FOUR-YEAR COLLEGE/UNIVERSITY
Item C-4

	District Totals			
	GE GRAD	OE GRAD	NRS	TOTAL
STATUS	N=357	N=73	N=79	N=509
Full-time (12 or more units)	79.8%	67.1%	69.6%	76.4%
Part-time (Fewer than 12 units)	20.2%	32.9%	30.4%	23.6%
CLASSIFICATION	N=356	N=76	N=78	N=510
Freshman	- -	- -	7.7%	1.2%
Sophomore	1.7%	9.2%	6.4%	3.5%
Junior	78.9%	71.1%	48.7%	73.1%
Senior	19.1%	13.2%	21.8%	18.6%
Graduate Student	.3%	6.6%	15.4%	3.5%

As shown in this table, more than 73% of the transfer students were classified as juniors and almost 19% were seniors. Among the sophomores, the slightly higher percentage of OE GRADs (compared to GE GRADs) suggests that the OE GRADs may have chosen to complete an occupational program, including some courses not designed for transfer, to acquire employment skills before going on to a four-year college or university.

More than 15% of the NRSs had attained graduate standing by the time they completed their questionnaire. Since these students had attended a Los Rios college in 1983-84 and were surveyed in Spring 1985, it seems apparent that many had acquired more than 60 units (including some upper division credits) before transferring. These data are consistent with findings reported in other studies regarding "reverse transfer" students in the Los Rios District (Renkiewicz and others, 1982) and with Los Rios enrollment statistics which indicated that 22.6% of the students attending a Los Rios college in Fall 1985 had already completed 60 or more units; 7.4% held a bachelor's degree or higher (Jones, 1986). In addition, some students may have enrolled for one or two courses while concurrently attending a four-year institution.

The previously mentioned caveat regarding numbers also applies: the number of individuals classified as sophomores is almost exactly the same for all three groups, even though the percentages differ considerably.

Rating of Preparation for Continuing Education

Previous questions had asked respondents to evaluate their educational experience in general (Table 11, page 16) and the occupational training they received (Table 19, page 23). In this section they were asked how well the community college courses they completed prepared them for continuing their education, and Table 26 displays their ratings.

More than 77% of all respondents (and 81% of GE GRADs) rated their preparation for further education "Satisfactory" or "Excellent." The overall average rating was 4.10 (5 = Excellent).

TABLE 26
RATING OF PREPARATION FOR CONTINUING EDUCATION
ITEM C-5
Ratings: 5 = Excellent . . . 1 = Inadequate

	District Totals			
EVALUATION OF PREPARATION	GE GRAD N=370	OE GRAD N=79	NRS N=86	TOTAL N=535
Preparation Was Excellent	38.6%	36.7%	31.4%	37.2%
Preparation Was Satisfactory	42.4%	34.2%	36.0%	40.2%
Good in Some Areas Only	16.5%	27.8%	22.1%	19.1%
Fair; All Could Have Been Better	1.9%	1.3%	9.3%	3.0%
My Preparation Was Inadequate	.5%	- -	1.2%	.6%
AVERAGE RATING	4.17	4.06	3.87	4.10

SECTION D: FUTURE PLANS

All survey participants were asked to complete Section D of the questionnaire, which elicited information on such questions as:

- How much college work had the respondents to this survey completed?
- Did respondents feel their college courses benefited their careers?
- Do they plan to return to a Los Rios college in the future?

Their responses are shown in Tables 27 through 29 which follow.

Units Completed at Los Rios College

Responses to the first question in this section, "Approximately how many units have you completed at our college?" are shown in Table 27 on the next page. These figures do not necessarily reflect total units completed by the respondents, since units earned at other colleges (even within the Los Rios district) are not included in this table.

As the data in Table 27 indicate, 63% to 74% of the graduates had completed 60 or more units at the Los Rios college conducting the survey, and another 18% to 28% had completed from 30 to 59-1/2 units there.

Table 27
UNITS COMPLETED AT LOS RIOS COLLEGE
Item D-1

UNITS COMPLETED	District Totals GE GRAD N=633	OE GRAD N=680	NRS N=567	TOTAL N=1,880
1-2 to 15 1-2	1.4%	1.6%	37.9%	12.5%
16 to 29 1-2	6.6%	7.4%	16.4%	9.8%
30 to 45 1-2	7.4%	15.0%	14.6%	12.3%
46 to 59 1-2	10.9%	13.4%	7.6%	10.8%
60 or More	73.6%	62.6%	23.5%	54.5%

While more than 23% of the NRSs reported they had completed 60 or more units (even though they had received no formal award), almost 38% had completed fewer than 16 units at that college. This latter statistic is consistent with the data in Table 7 (page 12) in which more than half of the NRSs indicated that their educational objective required only completion of selected courses or that they had enrolled for reasons other than a degree or certificate.

Information regarding the number of units students tend to complete at the community college is useful in planning the types of courses and programs which should be offered. (An associate degree requires 60 units; most students transferring to the University of California or California State University must complete at least 56 transferable units.) Further data analysis to identify relationships between number of units completed and responses to other survey questions may also be worthwhile.

Relationship of Courses Completed to Career Plans

When asked "How do you see the course(s) completed at our college in terms of your career plans?" almost 80% of all respondents indicated the courses would be of direct benefit, and another 18% felt they would be of indirect benefit (Table 28).

Table 28
RELATIONSHIP OF COURSE(S) COMPLETED
TO CAREER PLANS
Item D-2

DEGREE OF BENEFIT	District Totals GE GRAD N=633	OE GRAD N=682	NRS N=568	TOTAL N=1,883
Of Immediate, Direct Benefit	23.1%	51.8%	38.9%	38.2%
Of Long Term, Direct Benefit	51.3%	37.8%	35.6%	41.7%
Of Indirect Benefit	24.2%	8.9%	22.9%	18.3%
Of No Benefit	1.4%	1.5%	2.6%	1.8%

These figures are particularly interesting when compared with those in Table 5 (page 11) which indicated that more than 9% of all respondents (including 13% of NRSs) had enrolled primarily for personal interest or other objectives unrelated to their careers.

Interest in Taking Additional Courses

Respondents were also asked whether they were interested in taking additional courses at the college conducting the survey, and to identify the courses of interest to them. As shown in Table 29, more than 61% of all respondents indicated they would like to take additional courses in the future. Of particular interest is the fact that from 55% to 62% of the GRADs answered affirmatively, even though they had already completed an associate degree or certificate.

Table 29
INTEREST IN TAKING ADDITIONAL COURSES
Item D-3

	District Totals			
PLAN TO TAKE COURSES	GE GRAD N=606	OE GRAD N=647	NRS N=536	TOTAL N=1,789
Yes	55.0%	61.8%	67.2%	61.1%
No	45.0%	38.2%	32.8%	38.9%

The titles of the desired courses were not keyed for computer analysis; however, this can be done in the future as fiscal resources permit.

General Comments

The last item on the survey invited comments regarding how college courses and services could be improved, and many respondents took the time to offer their suggestions. While the comments were not computerized, they may be summarized for internal use as fiscal resources permit. Meanwhile, the questionnaires were forwarded to the office of the Associate Dean, Occupational Education, at each college in the district for use by appropriate personnel.

1983/1984/1985 SURVEYS COMPARED

- How do the respondents to the Spring 1985 survey compare with those in previous Los Rios surveys?
- How do the results of the Spring 1985 survey compare with those of previous studies in Los Rios?
- Can any trends be identified?

The Los Rios Spring 1985 and Spring 1984 follow-up surveys were identical in three major respects: the method used to identify the survey population, the questionnaire used to gather information, and the response categories used to summarize the responses. Thus, direct comparisons between the two studies can be made for almost all items.

The Spring 1983 survey population included only former "occupational" students identified by VEDS guidelines; beginning in 1984, surveys included all who earned a degree or certificate during the academic year, regardless of major. The two questionnaires used in 1983 were revised into a single composite form used in 1984 and 1985. Despite these differences, many comparisons can be drawn for comparable groups of respondents since most questionnaire items were identical in all three years.

For the Spring 1985 study, data analysis procedures were refined to reflect more precisely the interrelationships among certain questions on the survey form. In addition, some items were further analyzed on the basis of the respondents' primary educational goals. Thus, the Spring 1985 report includes considerable data not reported in previous studies and not included in these comparisons.

Several definitional distinctions are important when comparing responses to the three surveys:

- Survey population totals and response rates are computed on the basis of mailing lists generated according to VEDS guidelines (VEDS GRADs) plus student records of degrees and certificates granted (1984 and 1985 Non-VEDS GRADs).
- GRADs, in these comparisons, include certificate earners as well.
- Responses to the 1984 and 1985 surveys are reported for GE GRADs, OE GRADs, and NRSs, based on the degree or certificate actually awarded; thus, for these years, OE GRADs are exclusively occupational and are comparable to each other.
- Responses to the 1983 survey were reported for GRADs and NRSs. While 78% of these GRADs completed occupational programs, 12% were actually general education or liberal arts majors; thus, their responses could be expected to be somewhat less occupationally oriented than those of 1984 and 1985 OE GRADs.
- Since NRSs were identified by the same guidelines in all three years, they can be considered directly comparable to each other.

These caveats should be kept in mind in considering the following chart, which provides selected statistics from the three studies.

SELECTED QUESTIONNAIRE ITEMS	1983	1984	1985
SURVEY STATISTICS/DEMOGRAPHICS			
Survey Population			
Total Population	2,700	4,280	4,084
GRADs (Non-VEDS)	- -	1,565	1,573
GRADs (VEDS)	1,250	1,034	1,043
NRSs (VEDS)	1,450	1,681	1,468
VEDS Population	2,700	2,715	2,511
Responses			
Total Responses	1,219	2,042	2,033
GRADs (Non-VEDS)	- -	821	786
*GRADs (VEDS)	663	542	606
*NRSs (VEDS)	556	679	641
*VEDS Responses	1,219	1,221	1,247
*ARC VEDS population received similar survey form from Walter Brooks team, Spring 1984.			
Adjusted Response Rates			
Overall Adjusted Response Rates	51.8%	51.6%	52.7%
GRADs (Non-VEDS)	- -	55.6%	53.2%
GRADs (VEDS)	62.0%	57.3%	61.0%
NRSs (VEDS)	43.4%	44.2%	46.3%
VEDS Adjusted Response Rates	51.8%	49.2%	52.4%
Response Categories			
GE GRADs (% of total responses)	- -	32.4%	32.4%
OE GRADs (% of total responses)	54.4%	34.3%	36.1%
NRSs (% of total responses)	45.6%	33.3%	31.5%
Demographic Characteristics			
Gender (% female)	48.6%	55.8%	57.1%
Ethnicity (% ethnic minorities)	21.4%	23.1%	23.9%
Average Age (years)	31.6	31.6	31.2
SECTION A. GENERAL INFORMATION			
Primary Educational Objective			
University Transfer	23.8%	29.1%	29.2%
Prepare for New Job	39.2%	39.9%	42.0%
Improve Job Skills	21.6%	21.3%	19.5%
Personal or Other (all respondents)	15.4%	9.7%	9.3%
Personal or Other (NRSs only)	19.6%	14.5%	12.8%

SELECTED QUESTIONNAIRE ITEMS	1983	1984	1985
Completion of Educational Goals (NRSs only)			
Goals Fully Completed	34.0%	34.5%	33.9%
Goal Required Degree or Certificate	51.9%	47.4%	49.2%
Enrolled for Selected Courses Only	43.3%	48.2%	46.3%
Reasons for Not Reenrolling (NRSs only)			
Completed Desired Program or Courses	27.8%	36.2%	29.8%
Job Hours Conflict with School	14.8%	13.7%	13.0%
*Found or Seeking Employment	7.1%	9.0%	10.3%
Transferred to Another School	9.1%	8.2%	10.0%
**Inadequate Course Availability	- -	6.7%	6.8%
*Transportation Problems/Moved	6.8%	4.4%	5.0%
*School Too Expensive/Financial Problems	6.1%	.9%	1.5%
Dissatisfied With Courses/Teachers/Grades	6.8%	3.3%	2.3%
Personal/Family or Other Reasons	20.2%	17.6%	21.3%
*Wording revised in 1984.			
**New option added in 1984.			
Current Educational/Employment Status			
Attending School When Surveyed	35.6%	43.3%	44.7%
Employed When Surveyed (includes military)	75.6%	73.6%	76.1%
Unemployed, Actively Seeking	9.3%	9.4%	7.6%
SMSA Unemployment Rate (in March)	11.8%	9.9%	7.8%
Average Ratings of Course Characteristics, Services Used, and Educational Experience (Selected Items; 5 = Highest Rating)			
Quality of Instruction	4.14	4.19	4.22
Instructor Interest	4.18	4.18	4.20
Content of Courses	4.01	4.06	4.08
Library Services	4.15	4.12	4.06
*Learning Center/Labs	3.80	4.07	4.02
**Satisfaction With Education	4.18	4.22	4.25
*Wording revised, 1984.			
**NRSs only in 1983.			
SECTION B. EMPLOYMENT DATA (Employed OE GRADs)			
Location			
Employed in Sacramento Valley Area	- -	87.0%	82.7%
Employed in San Francisco Bay Area	- -	7.8%	9.9%
Related Employment			
Employment Related to College Courses	69.6%	76.1%	76.9%
Employed in Same Field Before College	42.2%	41.9%	36.4%
Increase in Related Employment	27.4%	34.2%	40.5%

SELECTED QUESTIONNAIRE ITEMS	1983	1984	1985
Salary/Hours			
Average Monthly Salary	$1,545	$1,548	$1,650
Average Weekly Hours of Employment	35.6	37.6	37.1
Benefit to Career			
Courses Helped Obtain Job	30.6%	53.3%	56.6%
Courses Helped Perform/Advance on Job	51.8%	29.5%	30.0%
SECTION C. EDUCATIONAL DATA (If Enrolled)			
Attending School When Surveyed			
Total Number Attending	434	879	906
Percentage of Total Respondents	35.6%	43.3%	44.7%
Transfer College/University			
*Number Who Identified Their School	452	726	843
Enrolled in CSU System	55.3%	61.6%	51.3%
Enrolled in UC System	3.5%	7.7%	7.4%
Enrolled in Private/Out-of-State School	5.1%	9.2%	6.8%
Reenrolled in Community College	34.5%	21.5%	34.5%
*Item ambiguity in 1984 affected percentages.			
**Problems in Transferring			
Experienced No Problem in Transferring	88.9%	89.3%	87.2%
"Lost" No More Than 6 Units in Transfer	71.3%	65.3%	67.4%
**Status/Classification			
Attending Full Time	61.6%	63.6%	76.4%
Classified Junior or Higher Standing	86.7%	90.4%	95.2%
**Average Rating of Education (5=Excellent)	3.94	3.89	4.10
**1985 data includes four-year transfers only; 1983 and 1984 included all responses.			
SECTION D. GENERAL INFORMATION			
Miscellaneous Data			
60 or More Units Completed in LRCCD	- -	56.1%	54.5%
Courses of Direct Benefit to Career	80.7%	78.5%	79.9%
Interested in More LRCCD Courses Later	65.2%	62.2%	61.1%

CONCLUDING COMMENTS

The results of this survey reveal that the Los Rios Community College District is serving at least three diverse groups of students which differ from each other in their goals, priorities, and aspirations, as well as in their demographic profiles. The findings further indicate that the district is, on the whole, meeting the needs of these groups very successfully. When the survey data are examined on the basis of the respondents' primary reasons for enrolling at a community college, the results are even more positive.

Alumni of American River College, Cosumnes River College, and Sacramento City College who responded to the survey reported a high degree of satisfaction with their college experience in general, and also as preparation for employment and/or for continuing their education at a four-year institution. In addition, they gave high ratings to the quality of the instruction they had received and the college services they had utilized.

The procedures used in the survey permitted accurate identification of the responding graduates' major fields of study and contributed to the achievement of a higher response rate than had been obtained in comparable surveys conducted in the district prior to 1983. In addition to gathering data required for VEDS reports, the questionnaire also elicited information on numerous other items which can be useful in future educational planning.

This study, as the third phase of a long-range plan to improve student follow-up in the Los Rios Community College District, can provide the basis for even more valuable research in future years.

RECOMMENDATIONS

Based on the experience of conducting this survey as well as the results obtained, it is recommended that the Los Rios Community College District continue the following practices with respect to student follow-up:

1. Survey all graduates, certificate earners, and a sample of nonreturning students at least biennially to gather the type of important information contained in this report.

2. Conduct the survey as a coordinated, districtwide effort using common forms and methods.

3. Process the questionnaires at the respective colleges; coordinate the project through the district Office of Planning and Research; and summarize the findings for the district as a whole and by college.

4. In reporting the results, identify respondents according to the major field in which their degree or certificate, if any, was awarded.

5. When surveying occupational education programs, include all district programs (not just those for which VEDS reports are required).

6. Analyze survey responses within the district, using SPSS-X.

7. Conduct expanded SPSS-X analysis of the data gathered in the survey: explore interrelationships among various data elements; generate printouts for programs having a sufficient number of responses; etc.

8. Tally VEDS data using SPSS-X, relieving the clerical staff at each college of the task of tallying it "by hand."

9. Disseminate the survey results to appropriate persons or agencies within the district and at local and state levels.

It is further recommended that procedures be developed or expanded to:

1. Increase faculty/staff involvement in the student follow-up process so that the findings will be of greater significance to them.

2. Utilize the survey results as appropriate to enhance the programs and services offered by the colleges of the district.

3. Include summer session graduates in future survey populations.

4. Incorporate program-specific questionnaires such as those used by the "Walter Brooks project" (Brooks, 1982) in future Los Rios surveys.

5. Revise the cover letters to reflect the fact that graduates and certificate earners may have continued to attend their same college without a break in enrollment.

6. Publicize the follow-up more widely among currently enrolled students and area residents, in an effort to increase future response rates.

7. Consider using the employer information obtained through this survey in future follow-up of employers and/or in conjunction with the district's Regional Employment and Training Needs Assessment Project (RETNA) (Coffey, 1984).

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APPENDIX

Los Rios Community College District

AMERICAN RIVER COLLEGE
4700 College Oak Drive
Sacramento, CA 95841

PROJECT FOLLOW-UP

Please make corrections to the information above if necessary.

22 | 23 24 25 26 | Mo. 28 29 Yr. 32 33

Completion Code 35

TOP Code 37 38 39 40 41 42

Major Code 44 45 46 47

Target Pop. Code
51 HNCP
52 LEP
53 DAVT
54

Special Code 55

62 | Note: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable and timely.

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW

SECTION A EVERYONE SHOULD ANSWER THIS SECTION.

Please respond below as appropriate. This information is needed for equal opportunity education and employment reporting.

Major _____
(at our college)

SEX (70)
1 Male
2 Female

ETHNIC GROUP (71)
1 American Indian or Alaskan Native
2 Asian or Pacific Islander
4 Black, not of Hispanic origin
3 Filipino
5 Hispanic
6 White, not of Hispanic origin
7 Nonresident Alien

AGE GROUP (72)
1 16-19
2 20-24
3 25-29
4 30-34
5 35-44
6 45-54
7 55-64
8 65 or +

1 What was your PRIMARY objective in attending our college?
42 Improvement of existing "job skills"
43 Preparation for "job to be obtained"
44 University transfer credit
45 Personal interest
46 Other (describe) _____

2 To what extent has this objective been completed?
48 1 Fully completed
2 Partially completed
3 Not completed

3 Do you plan to pursue this objective further?
49 1 Yes: Where?
2 No
50 1 At our college
2 At another two-year college
3 At a four-year university
4 Other (describe) _____

4 How much education is (or was) required to accomplish your educational objective at our college? (Check one)
51 1 Selected course(s)
2 Certificate program
3 Two-year associate degree program
4 Other (describe) _____

5 What was your PRIMARY reason for not reenrolling at our college this semester? (Check only most important reason.)
56 Completed associate degree or certificate
57 Completed desired courses
58 Transferred to another college
59 Found or seeking employment
60 Job hours conflict with school
61 Moved out of area / Transportation problems
62 College was too expensive
63 Availability of courses inadequate
64 Grade problems
65 Dissatisfied with quality of instruction
66 Dissatisfied with content of courses
67 Personal/family reasons not listed above
68 Other (describe) _____

6 What is your current EDUCATIONAL STATUS? (Check one)
71 1 Currently attending school
2 Not currently attending school

7 What is your current EMPLOYMENT STATUS? (Check one)
72 1 Employed (Includes all employment, even if below your qualifications; does not include full-time military service)
2 Employed (Full-time military service)
3 Unemployed (Not employed, but actively seeking employment)
4 Not in labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

8 Please rate COURSES COMPLETED IN YOUR MAJOR FIELD OF STUDY as to how well they fulfilled your individual needs. Students with "undecided/undeclared" majors should skip to Question 9.

		Very Good 5	Good 4	Ave. 3	Poor 2	Very Poor 1
a. Quality of instruction	74					
b. Grading/Testing	75					
c. Instructor interest	76					
d. Content of course(s)	77					
e. Instructional media	78					
f. Class size	79					

9 IF YOU HAVE USED ANY OF THE FOLLOWING COLLEGE SERVICES, please rate them as to how well they fulfilled your individual needs.

		Very Good 5	Good 4	Ave. 3	Poor 2	Very Poor 1
a. Financial aids	35					
b. Counseling/advisement	36					
c. Job placement services	37					
d. Assessment center	38					
e. Tutoring services	39					
f. Learning center/labs	40					
g. Student activities	41					
h. Library services	42					
i. Health center	43					
j. Services for disabled	44					
k. Veterans services	45					

10 Which statement best describes your feeling about your educational experience at our college?
46 5 Very satisfied
4 Satisfied
3 Average
2 Disappointed
1 Very disappointed

54

OVER PLEASE!

SPACE BELOW RESERVED FOR COMMENTS

SECTION B

IF YOU ARE CURRENTLY EMPLOYED OR IN FULL-TIME MILITARY SERVICE, PLEASE ANSWER THIS SECTION. OTHERWISE, SKIP TO SECTION C.

1 Please provide the following information on your present job.

Name of Company or Firm (If self-employed, please write self.)

Company or Firm Mailing Address

City State (48-52) Zip Code

Your Job Title

Your Job Duties

We periodically survey employers to help us evaluate our courses and advise us on other courses or programs which are needed. If we may contact your immediate supervisor for such a survey, please indicate:

Supervisor's Last Name First Name M.I.

Supervisor's Job Title

2 Is this job related to the courses you have completed at our college?

53 1 ☐ Yes, it is directly or closely related
2 ☐ No, it is only remotely related or not related at all

3 If your occupational area is NOT related to the courses you have completed at our college, please check each reason which applies. If occupational area is related to courses completed, go to Question 6.

54 ☐ Transferred to a four-year college
55 ☐ Not sufficiently qualified for job in field of preparation
56 ☐ Preferred to work in another field
57 ☐ Found better paying job in another field
58 ☐ Could not find a job in field of preparation
59 ☐ Worked previously in field of preparation, but changed
60 ☐ Other (describe)

4 What is your current salary (gross)? (Do not add in overtime.) This information, when combined with that from others in your field of study, will provide valuable help to others in their career planning.

(Check one)

$ _____ PER 1 ☐ HOUR 2 ☐ WEEK 3 ☐ MONTH 4 ☐ YEAR

62-68 (70)

5 The salary in the preceding item is based on how many hours per week employment?

_____ Hours per week

(71-72)

6 Were you employed in your occupational area PRIOR to enrolling in the course(s) completed at our college?

74 1 ☐ Yes
2 ☐ No

7 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

75 5 ☐ Very good
4 ☐ Good
3 ☐ Average
2 ☐ Poor
1 ☐ Very poor

8 Please check below if the course(s) you took at our college helped you in your occupational area in any of the following ways.

76 ☐ Helped to obtain job
77 ☐ Helped performance on present job
78 ☐ Helped advance on present job
79 ☐ None of the above
80 ☐ Other (describe)

SECTION C

COLLEGE SINCE LEAVING OUR COLLEGE, PLEASE ANSWER THIS SECTION. OTHERWISE, SKIP TO SECTION D.

1 Please respond below regarding your current (or most recently attended) college.

Name of College

City and State

Major Field of Study (at college indicated above)

☐☐☐☐ TC (College use only) TM ☐☐☐☐

35 36 37 38 40 41 42 43

2 Did you have problems transferring to the college indicated above?

45 1 ☐ Yes. What? •
2 ☐ No

46 ☐ Transferring units
47 ☐ Transcript problems
48 ☐ Admission problems
49 ☐ Other (describe)

3 How many units earned at our college were not accepted at the college indicated above?

51 1 ☐ All units accepted
2 ☐ Lost 1-3 units
3 ☐ Lost 4-6 units
4 ☐ Lost 7-12 units
5 ☐ Lost 13-21 units
6 ☐ Lost more than 21 units

4 If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.

STATUS

53 1 ☐ Part-time Student (Fewer than 12 units)
2 ☐ Full-time Student (12 or more units)

CLASSIFICATION

54 1 ☐ Freshman
2 ☐ Sophomore
3 ☐ Junior
4 ☐ Senior
5 ☐ Graduate Student

5 How well did the courses you completed at our college prepare you for continuing your education?

56 5 ☐ Preparation was excellent
4 ☐ Preparation was satisfactory
3 ☐ Good in some areas only
2 ☐ Fair; all areas could have been better
1 ☐ Preparation was inadequate

SECTION D

EVERYONE SHOULD ANSWER THIS SECTION.

1 Approximately how many units have you completed at our college?

UNITS

60 1 ☐ None
2 ☐ ½ - 15½
3 ☐ 16 - 29½
4 ☐ 30-45½
5 ☐ 46 - 59½
6 ☐ 60 or more

2 How do you see the course(s) completed at our college in terms of your career plans?

62 ☐ Of immediate, direct benefit
63 ☐ Of long term, direct benefit
64 ☐ Of indirect benefit
65 ☐ Of no benefit

3 Are you interested in taking other courses at our college? You may include courses not presently offered by our college.

67 1 ☐ Yes What courses? _____
2 ☐ No

4 We would appreciate any comments regarding how we could improve the course(s) you have completed and/or services we have provided. Please use the space below (front and back) for your comments.

SPACE BELOW RESERVED FOR COMMENTS

COVER LETTER, FIRST MAILING

March 4, 1985

Hello:

(College name) needs your help! As a former student, you can provide important information that will help us improve our service to the community.

We would like to know how satisfied you were with your experiences here and what your educational needs are for the future. Please take a few minutes to complete the enclosed questionnaire and return it in the prepaid envelope within ten days.

The data you and others provide will be summarized to help us improve our programs and services, but your individual responses will be held in strict confidence.

Your participation in this survey is important. By responding promptly, you may be helping your children, a friend or neighbor, or perhaps yourself, if you attend (college name) in the future.

If you have questions about the survey, give us a call at ( ). Meanwhile, thank you in advance for your time and cooperation.

Sincerely,

President

Enclosures

COVER LETTER, SECOND MAILING

March 25, 1985

Hello!

Recently we sent you a PROJECT FOLLOW-UP survey form and asked that you complete and return it. We have not yet received your reply.

Your response is important. We want the survey results to reflect the opinions of all our former students, so we would like to hear from you. Please help us by taking a few minutes now to complete the enclosed questionnaire and return it in the postpaid envelope. Your answers will be held in confidence, and only summarized information will be reported.

This is your opportunity to help (college name) evaluate and improve its programs and services. Your cooperation will be greatly appreciated. Please respond today!

Sincerely,

President

Enclosures

SURVEY RESPONSE RATES

	ARC	CRC	SCC	DISTRICT
NON-VEDS GRADs				
Forms Mailed	815	166	592	1,573
Forms Undelivered by P.O.	-32	- 9	-55	-96
Net Delivered Forms	783	157	537	1,477
Responses	445	83	258	786
Adjusted Response Rate	56.8%	52.9%	48.1%	53.2%
VEDS GRADs				
Forms Mailed	548	117	378	1,043
Forms Undelivered by P.O.	-23	- 5	-21	-49
Net Delivered Forms	525	112	357	994
Responses	310	73	223	606
Adjusted Response Rate	59.1%	65.2%	62.5%	61.0%
NRSs				
Forms Mailed	690	408	370	1,468
Forms Undelivered by P.O.	-26	-26	-31	-83
Net Delivered Forms	664	382	339	1,385
Responses	335	157	149	641
Adjusted Response Rate	50.5%	41.1%	44.0%	46.3%
TOTAL VEDS RESPONSES				
Forms Mailed	1,238	525	748	2,511
Forms Undelivered by P.O.	-49	-31	-52	-132
Net Delivered Forms	1,189	494	696	2,379
Responses	645	230	372	1,247
Adjusted Response Rate	54.3%	46.6%	53.5%	52.4%
COMBINED TOTALS				
Forms Mailed	2,053	691	1,340	4,084
Total Undelivered	-81	-40	-107	-228
Net Delivered Forms	1,972	651	1,233	3,856
Percent Undelivered	4.0%	5.8%	8.0%	5.6%
Responses	1,090	313	630	2,033
Adjusted Response Rate	55.3%	48.1%	51.1%	52.7%

AWARDS GRANTED COMPARED WITH MAJORS PREDICTED BY TOP CODES

The value of data obtained through student follow-up is directly related to the accuracy of that data. In the Los Rios Spring 1983 follow-up study, problems inherent in using VEDS/SAM procedures to "predict" the majors of survey participants diminished the value of the data for use at the program level (Lee, 1984).

In Spring 1984, the computer program used to select those to be surveyed was revised to permit the accurate identification of major programs completed by graduates and certificate earners while retaining the ability to comply with VEDS requirements. This was accomplished by including on the mailing list the Los Rios major codes from student records as well as the TOP codes assigned by VEDS guidelines. For the 1984 and 1985 surveys, VEDS data were reported by TOP codes and survey results for graduates and certificate earners were reported by Los Rios major codes.

Nongraduates, on the other hand, had no Los Rios major code; they had been included in the survey because of their enrollment in an "occupational" course associated with a particular program and a specific TOP code. VEDS guidelines assume that nongraduates were majoring in the program indicated by that TOP code. In reporting the results of this survey, the steps outlined below were followed to improve the accuracy of this assumption.

- If the NRS indicated a major when completing the questionnaire, that major was used regardless of TOP code designation.
- Using data from the survey mailing list, the Los Rios major codes of awards actually granted were compared with the majors "predicted" by the TOP codes and a "percentage of match" was established for each TOP code group (percentages ranged from zero to 100% for the various TOP codes).
- If the "percentage of match" as described above was 50% or better (an arbitrary cut-off point), the NRS was assumed to have been majoring in the program associated with that TOP code.
- If the "percentage of match" was less than 50%, the NRS was considered to have been "undecided" with respect to major.

Analysis of the mailing list data also revealed that among respondents to this survey, 13.2% of those identified as occupational students by VEDS guidelines (138 persons) had actually completed general education or liberal arts degrees, and 36.1% of the OE GRADs (179 graduates and 86 certificate earners) had been omitted by those guidelines.

AWARDS GRANTED/SURVEY RESPONSES BY COMMUNITY COLLEGE MAJOR

Notes:
1. Majors are listed under the Major Interest Fields used on the LRCCD Application for Admission form.
2. Related majors in each field are grouped together and thus are not in strict alpha order.
3. Awards Granted = degrees and certificates granted, Fall 1983-Spring 1984 (not summer session).
4. GRAD Responses include those from both graduates and certificate earners.

Legend: - = Major is not offered at that college; 0 = Major is offered, but no degrees/responses.

LOS RIOS COLLEGE MAJOR	LRCCD Code	Awards Granted			GRAD Responses			NRS Responses			Total Responses		
		ARC	CRC	SCC	ARC	CRC	SCC	ARC	CRC	SCC	ARC	CRC	SCC
AGRICULTURE/NATURAL RESOURCES													
Agriculture-Agri. Business	133	-	1	-	-	0	-	-	0	-	-	0	-
Agriculture-Animal Science	130	-	0	-	-	0	-	-	5	-	-	5	-
Agriculture-Plant Science	132	-	1	-	-	0	-	-	0	-	-	0	-
Animal Health Technology	120	-	18	-	-	11	-	-	1	-	-	12	-
Landscape Industry	115	3	-	-	2	-	-	7	-	-	9	-	-
Nursery Industry	116	8	-	-	3	-	-	0	-	-	3	-	-
ARCHITECTURE/ENVIRONMENTAL DESIGN													
Env. Design-Architecture	670	-	4	-	-	1	-	-	6	-	-	7	-
Env. Design-Construction	671	-	2	-	-	1	-	-	0	-	-	1	-
Env. Design-Design Drafting	672	-	4	-	-	3	-	-	1	-	-	4	-
Env. Design-Interior Design	674	-	1	-	-	1	-	-	1	-	-	2	-
Env. Design-Solar & Alt.	669	-	3	-	-	2	-	-	6	-	-	8	-
BUSINESS/MANAGEMENT/OFFICE ADMINISTRATION													
Accounting	220	-	14	10	-	9	3	-	37	11	-	46	14
Accounting Technician	219	34	-	-	23	0	-	22	1	-	45	1	-
Bookkeeping	222	-	-	2	-	-	2	-	-	0	-	-	2
Admin. Housekeeping Mgmt.	228	23	-	-	11	-	-	0	-	-	11	-	-
Advertising	221	-	-	1	-	-	0	-	-	0	-	-	0
Advertising & Sales	233	4	-	-	1	-	-	0	-	-	1	-	-
Banking and Finance	203	3	-	-	2	-	-	0	-	-	2	-	-
Credit & Lending	205	1	-	-	1	-	-	0	-	-	1	-	-
Business Administration	200	-	12	34	-	7	15	-	6	5	-	13	20
General Business	210	138	6	153	81	4	65	29	10	8	110	14	73
Gen. Business-Accounting	280	-	6	-	-	3	-	-	11	-	-	14	-
Gen. Business-Finance	285	-	2	-	-	1	-	-	0	-	-	1	-
Gen. Business-Management	282	-	6	-	-	4	-	-	1	-	-	5	-
Gen. Business-Marketing	284	-	2	-	-	1	-	-	0	-	-	1	-
Food Service Management	816	0	-	-	0	-	-	3	-	-	3	-	-
Food Serv. Mgmt-Restaurant	790	7	-	-	3	-	-	2	-	-	5	-	-
Food Serv. Mgmt-School Lunch	791	1	-	-	0	-	-	0	-	-	0	-	-
Dietetic Assistant	793	7	-	-	0	-	-	0	-	-	0	-	-

LOS RIOS COLLEGE MAJOR	LRCCD Code	Awards Granted ARC	CRC	SCC	GRAD Responses ARC	CRC	SCC	NRS Responses ARC	CRC	SCC	Total Responses ARC	CRC	SCC
BUSINESS/MANAGEMENT/OFFICE ADMINISTRATION (Continued)													
Management-Business	224	48	-	5	25	-	2	0	-	0	25	-	2
Management-Government	226	28	-	-	14	-	-	0	-	-	14	-	-
Management-Industrial	227	6	-	-	3	-	-	0	-	-	3	-	-
Management-Org. Logistics	229	3	-	-	1	-	-	1	-	-	2	-	-
Merchandising	218	1	-	-	1	-	-	0	-	-	1	-	-
Retail Merchandising Mgmt	230	-	-	1	-	-	0	-	-	0	-	-	0
General Office Training	243	0	0	-	0	0	-	3	0	-	3	0	-
Office Admin-Clerical	246	-	-	1	-	-	0	-	-	0	-	-	0
Office Admin-Secretarial	236	-	0	1	-	0	0	-	0	0	-	0	0
Office Admin-Word Processing	237	0	10	0	0	3	0	2	1	0	2	4	0
Secretarial Training	240	9	1	1	8	1	1	29	0	0	37	1	1
Legal Secretary	242	7	-	0	4	-	0	2	-	0	6	-	0
Medical Secretary	241	1	-	0	1	-	0	1	-	0	2	-	0
Real Estate	250	5	-	2	3	-	1	9	-	0	12	-	1
Small Business Operation	225	3	-	-	3	-	-	0	-	-	3	-	-
COMMUNICATIONS/JOURNALISM													
Comm. Media-Broadcast Journ.	271	-	3	-	-	2	-	-	14	-	-	16	-
Comm. Media-Photography	272	-	2	-	-	1	-	-	2	-	-	3	-
Comm. Media-Radio Prod.	273	-	3	-	-	2	-	-	0	-	-	2	-
Comm. Television Prod.	274	-	9	-	-	5	-	-	0	-	-	5	-
Communications, Gen. Photog.	275	-	-	4	-	-	2	-	-	0	-	-	2
COMPUTER/INFORMATION SCIENCE													
Data Processing	260	41	0	19	24	0	11	20	0	6	44	0	17
EDUCATION/PHYSICAL EDUCATION													
Recreation/Leisure Ldrship	430	7	-	-	2	-	-	0	-	-	2	-	-
Physical Education	420	-	-	2	-	-	0	-	-	0	-	-	0
ENGLISH/SPEECH/PHILOSOPHY (HUMANITIES)													
General Humanities	506	-	-	6	-	-	3	-	-	0	-	-	3
Language & Literature	531	4	-	29	4	-	16	0	-	0	4	-	16
FINE/APPLIED ARTS													
Art	520	16	0	9	8	0	6	0	2	0	8	2	6
Dramatic Arts and Speech	540	-	2	-	-	1	-	-	0	-	-	1	-
General Fine Arts	505	-	-	17	-	-	10	-	-	0	-	-	10
Music	580	0	2	3	0	1	1	0	0	0	0	1	1
Theater Arts	541	0	0	1	0	0	1	0	0	0	0	0	1
Custom Clothing Construc.	558	2	-	-	1	-	-	1	-	-	2	-	-
Fashion Merchandising	231	5	-	-	3	-	-	7	-	-	10	-	-

LOS RIOS COLLEGE MAJOR	LRCCD Code	Awards Granted			GRAD Responses			NRS Responses			Total Responses		
		ARC	CRC	SCC	ARC	CRC	SCC	ARC	CRC	SCC	ARC	CRC	SCC
FINE/APPLIED ARTS (Continued)													
Graphic Arts	523	-	2	3	-	1	3	-	0	5	-	1	8
Interior Design	567	7	-	-	5	-	-	4	-	-	9	-	-
GENERAL EDUCATION/INTERDISCIPLINARY													
General Education Program	510	255	94	7	141	49	2	8	2	2	149	51	4
Interdis-Studies-Humanities	054	-	1	-	-	1	-	-	0	-	-	1	-
Liberal Arts	511	56	-	-	32	-	-	0	-	-	32	-	-
HEALTH PROFESSIONS/ALLIED HEALTH													
Dental Assisting	454	-	-	22	-	-	7	-	-	6	-	-	13
Dental Hygiene	687	-	-	14	-	-	10	-	-	7	-	-	17
Health Services Clerk	402	-	1	-	-	0	-	-	0	-	-	0	-
Medical Assisting	456	-	12	-	-	8	-	-	7	-	-	15	-
Nursing (RN)	452	41	-	56	27	-	33	5	-	5	32	-	38
Nursing (Vocational)	453	-	-	54	-	-	34	-	-	0	-	-	34
Respiratory Therapy	460	7	-	-	7	-	-	3	-	-	10	-	-
HOME ECONOMICS, FAMILY/CONSUMER SCIENCE													
Early Childhood Education	564	53	-	31	30	-	19	4	-	21	34	-	40
Family and Consumer Science	557	-	1	0	-	0	0	-	0	0	-	0	0
Home Economics, Gen. Ed.	559	2	-	-	1	-	-	1	-	-	2	-	-
Home Economics	560	-	-	2	-	-	2	-	-	4	-	-	6
LAW/LEGAL ASSISTING													
Legal Assisting	244	18	-	-	10	-	-	13	-	-	23	-	-
LIBRARY SCIENCE/LIBRARY TECHNOLOGY													
Library Technology	885	-	-	10	-	-	4	-	-	1	-	-	5
MATHEMATICS (See also Physical Sciences)													
Math and Physical Science	622	59	-	-	36	-	-	3	-	-	39	-	-
Mathematics and Science	621	-	11	81	-	7	46	-	0	0	-	7	46
OCCUPATIONAL TRADE/TECHNOLOGIES													
Auto Mechanics Technology	802	-	13	-	-	5	-	-	19	-	-	24	-
Auto Transmission Repair	832	-	3	-	-	2	-	-	0	-	-	2	-
Auto Tune-up/Diagnosis	833	-	2	-	-	1	-	-	1	-	-	2	-
Small Engine Repair	819	-	3	-	-	3	-	-	0	-	-	3	-

LOS RIOS COLLEGE MAJOR	LRCCD Code	Awards Granted ARC	CRC	SCC	GRAD Responses ARC	CRC	SCC	NRS Responses ARC	CRC	SCC	Total Responses ARC	CRC	SCC
OCCUPATIONAL/TRADE TECHNOLOGIES (Continued)													
Auto Body	825	4	-	-	2	-	-	7	-	-	9	-	-
Automotive Technology	826	12	-	-	4	-	-	14	-	-	18	-	-
Aviation Maintenance Tech.	801	-	-	40	-	-	16	-	-	7	-	-	23
Carpenters	330	2	-	-	0	-	-	0	-	-	0	-	-
Construction Mgmt. Tech.	820	-	0	-	-	0	-	-	5	-	-	5	-
Construction Supvs./Inspec.	813	-	8	-	-	5	-	-	4	-	-	9	-
Cosmetology	881	-	-	31	-	-	6	-	-	2	-	-	8
Diesel Equipment Mechanics	811	8	-	-	3	-	-	3	-	-	6	-	-
Drafting Technology	804	18	-	8	12	-	4	5	-	0	17	-	4
General Design Studies	855	-	3	-	-	2	-	-	0	-	-	2	-
Electronics Commun. Tech.	807	40	-	-	23	-	-	30	-	-	53	-	-
Electronics Computer Tech.	806	244	-	-	116	-	-	7	-	-	123	-	-
Electronics Technology	805	-	-	53	-	-	31	-	-	2	-	-	33
Electronics Camera Repr.	800	0	-	-	0	-	-	2	-	-	2	-	-
Engineering Technology	300	2	-	-	1	-	-	4	-	-	5	-	-
Fire Technology	883	22	3	-	8	1	-	33	3	-	41	4	-
General Technology	840	-	-	2	-	-	0	-	-	0	-	-	0
Mechanical Technology	809	-	-	47	-	-	24	-	-	2	-	-	26
Metals Industry Technology	810	-	-	3	-	-	1	-	-	0	-	-	1
Operating Engineers-Gen.	845	1	-	-	1	-	-	0	-	-	1	-	-
Survey Engineering	309	-	-	2	-	-	1	-	-	1	-	-	2
Welding-Industrial	815	2	-	-	1	-	-	2	-	-	3	-	-
Wood Technology	339	0	-	-	0	-	-	3	-	-	3	-	-
PHYSICAL SCIENCES (See also Mathematics)													
Science General	615	39	-	13	26	-	3	0	-	0	26	-	3
Geological Technology	643	-	2	-	-	0	-	-	0	-	-	0	-
PROTECTIVE/SOCIAL SERVICES													
Administration of Justice	888	1	-	58	0	-	31	3	-	33	3	-	64
Interpreting for the Deaf	708	0	-	-	0	-	-	1	-	-	1	-	-
Gerontology	711	5	-	-	2	-	-	4	-	-	6	-	-
Human Services	705	23	-	-	15	-	-	8	-	-	23	-	-
Instructional Technician	706	-	-	1	-	-	0	-	-	0	-	-	0
Social Services Technician	707	-	-	1	-	-	1	-	-	4	-	-	5
Teacher Assistant	592	-	-	1	-	-	0	-	-	1	-	-	1
SOCIAL/BEHAVIORAL SCIENCES													
Social Science	701	27	10	129	20	7	64	2	0	0	22	7	64
UNDECIDED	930	-	-	-	-	-	-	28	11	16	28	11	16
TOTALS		1363	283	970	755	156	481	335	157	149	1090	313	630
GRAND TOTALS		-----2,616----			----1,392----			-----641-----			-----2,033----		

ERIC Clearinghouse for Junior Colleges OCT 30 1987